The Physical Educator
of
PHI EPSILON KAPPA

Volume XII October, 1955 Number 3

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Mr. Schrader, a pioneer in the field and formerly state director in Massachusetts is now retired . . . **Dr. Kelly** is chairman of the Department of Physical Education for Women, University of Oklahoma . . . **Dr. Hoyman,** an authority in health education, is a professor at the University of Illinois . . . **Mr. Picariello** is an assistant professor at Long Island University . . . **Dr. Richardson** is an assistant professor at the University of California . . . **Mr. Nareau** is the principal of the North Avenue School, Del Paso Heights, California . . . **Dr. Willgoose** is chairman of the department at the State Teachers College, Oswego, New York . . . **Mr. Streit,** a long-time contributor, is Director of Health and Hygiene, Cincinnati, Ohio Public Schools . . . **Mr. Hertz** is a graduate assistant at Indiana University . . . **Dr. Waglow** is an associate professor at the University of Florida . . . and **Dr. Resick** is an associate professor at Kent State University.

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THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. *Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912.*
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In the Editor's Corner

In Retrospect

WITH THIS ISSUE, your editor begins his sixth year primarily responsible for the make-up of each number of the PHYSICAL EDUCATOR, within the limits imposed by the type and quality of articles and contributions he is able to secure, and the editorial policies approved by the Editorial Board, and the National Council of PHI EPSILON KAPPA.

The format, the general lay-out, and in some areas, the quality of the magazine has been changed and improved. New departments have been added, many more cuts included, and, beginning with the March issue, the magazine was expanded from thirty-two to forty pages each quarterly issue. This means that the four issues now include as much as if they were the usual size, but there were five each year.

Since the PHYSICAL EDUCATOR is a "labor of love", and no one, editor, Board, or contributors is paid for his services, carrying on becomes a matter of professional challenge, as well as an opportunity for service. Teamwork and cooperation on the part of a large number of individuals are responsible for the continued growth, development, and increasing contribution of the magazine.

There are those wonderful people, our contributors, who make possible education, argument and debate, recreation and relaxation for thousands, by sharing their ideas with our many readers.

Department editors who contribute much to the success of the PHYSICAL EDUCATOR are: *Nelson Lehsten,* P.E.D., University High School, Ann Arbor, TEACHING TECHNIQUES; *K. W. Bookwalter,* Ed. D. Indiana University, BOOK REVIEWS, and WHO'S WHO IN THE PROFESSION; *Harry Grabner,* M.S., TEACHABLE DANCES; and your editor, ELSEWHERE IN THE WORLD. Dr. *Bookwalter* also formerly served as editor for ARTICLE DIGESTS, later taken over by *Henry Montoye,* Ph. D. Michigan State, but at present no longer a part of the magazine.

The Executive Secretary of PHI EPSILON KAPPA, *R. R. Schreiber,* Ed. D., also serves as Business Manager of the PHYSICAL EDUCATOR.

Special credit must be given to *W. K. Streit* of Cincinnati, now Director of Health and Hygiene, who not only started and carried on the section TEACHABLE DANCES for a number of years, but who has made many fine contributions to the magazine.

During this period, the following have served their allotted two years as members of the Editorial Board: *K. W. Bookwalter,* Ed. D., Director of Research, School of Health, Physical Education and Recreation, Indiana University; *A. K. Davis,* Dr. of P.H., Professor of Health Education, State College, Pennsylvania; *L. F. Keller,* Ph. D., Professor of Physical Education, University of Minnesota; *H. F. Kilander,* Ph. D., Professor of Health Education, New York University; *C. H. McCloy,* Ph. D., Professor of Physical Education, The State University of Iowa; *C. W. Nesom,* M.S. Director of Physical Education, Northwestern State College, Natchitoches, Louisiana; *P. O. Sigerseth,* Ed. D., Professor of Physical Education, University of Oregon; *W. K. Streit,* M.S. Director of Physical Education, Cincinnati; *M. H. Trieb,* M.S., Supervisor of Physical Education, Los Angeles; *E. L. Vernier,* Ph. D., Director of Physical Education, Baltimore; and *R. W. Webster,* Ph. D., Professor of Physical Education, Michigan State University.

At no time has any member of this group failed to give professional help, advice, and quick service in reading and evaluating manuscripts sent them. *Mr. Nesom* is in the final process of securing his Doctor of Education degree from Peabody, and *Dr. Sigerseth,* who has already won that distinction, is presently meeting the requirements for a Doctor of Philosophy degree at The State University of Iowa.

The present membership of the Board can be learned by studying the inside of the front cover. With the October issue, it is a pleasure to welcome the following new members to this group: *H. M. Barrow,* P. E. D., Associate Professor of Physical Education, Wake Forest College; *T. Erwin Blesch,* Ph. D., Associate Professor of Physical Education, Yale University; and *A. A. Esslinger,* Ph. D., Dean, School of Physical Education, University of Oregon.

A final word of appreciation and sincere thanks goes to *Mrs. Esther B. Snepp,* of C. E. Pauley and Company, Inc., Indianapolis. *Mrs. Snepp* has been the individual at our printers who has been the "mother confessor" for our three editors, first, *Dr. Schreiber,* then, *Dr. Bookwalter,* and, for the past five years, the present incumbent. She has been most helpful and patient in her dealings with us, and much of the new appearance of the PHYSICAL EDUCATOR is due to her ingenuity and her cooperation. As she leaves her present employment soon to make her home in the far west, our very best wishes, and our sincere thanks go with her. God speed!

What started out to be In Retospect, now that gains and improvements have been noted, becomes a look into the future, a challenge to move forward. With the "team" continuing fine, cooperative endeavors, with capable "substitutes" available whenever "replacements" are needed, and with interested and willing contributors, it is obvious that the PHYSICAL EDUCATOR will continue to new professional heights. We hope you will watch that progress, and perhaps have a hand in it yourself, through your criticisms, your suggestions, your professional contributions, and your financial support!

C. O. Jackson

LEST WE FORGET

Carl Schrader

THIS MATERIAL* turned up in my files the other day and it occurred to me that it might serve the purpose of introducing these pioneers to our younger readers.

The picture group is the then governing council of the Physical Education Association. The list of the participants at the Springfield Convention, as well as the program, give evidence that the Association was fully alive to its function.

I am not certain of the year of the convention I have alluded to but I am not far off in dating it 1901. The captions under the pictures denote where the men were located. Most of these pioneers are no longer living. The others, still alive, represent a distinct part of the history of physical education and the fighting for recognition and the controversy between the several "systems."

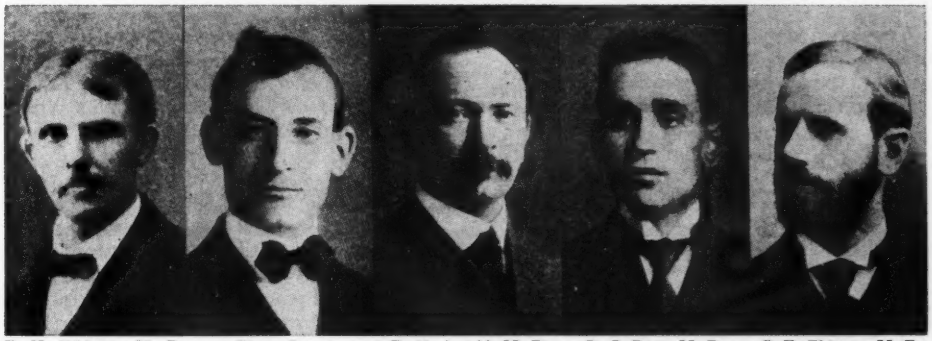
The bulk of our present membership found their "beds" already made. Those portrayed here and many others have kept busy "making the beds." Those who can remember some of these leaders will be glad to be reminded of them. There were but few who wrote books but they left a heritage, solid and to the true purpose of our cause.

The publication, *American Gymnasia* lived only two years. The two publications, *Mind and Body* and the *Association Review* were too firmly established to allow a third one to prosper. Some of the intimate epochs still have to be given a place in our history.

* From American Gymnasia, convention section.

American Gymnasia

Members, National Council, American Physical Education Association



F. N. Whittier, M. D. at large | Elmer Berry Springfield | E. H. Arnold, M. D. New Haven | P. S. Page, M. D. Boston | C. E. Ehinger, M. D. Philadelphia

PROGRAM OF THERAPEUTIC SECTION

Baroness Rose Posse, Chairman.

Paper, "Infantile Paralysis," Jakob Bolin, New York City.

Paper, "The Gymnastic Treatment of Muscular Contractures," Jay W. Seaver, M.D., New Haven, Conn.

Paper, "Medical Gymnastics in Boston Hospitals," Miss Grace M. Gilman, Boston, Mass.

Paper, "Physical Training as a Therapeutic Agent," (illustrated by stereopticon), B. E. McKenzie, B.A., M.D., Toronto, Canada.

Paper, "An Educational Element in Treating Spinal Curvature," E. H. Arnold, M.D., New Haven, Conn.

PROGRAM OF COLLEGE DIRECTORS' SOCIETY

George L. Meylan, A.M., M.D., Chairman.

President's Address, "The Assignment of Marks in Physical Education," George L. Meylan, A.M., M.D., New York City.

Paper, "Greek Cross," (a new game), D. A. Sargent, M.D., Cambridge, Mass.

Paper, "The Academic Status of the Gymnasium," Thomas A. Storey, M.D., New York.

Paper, "The New Game of American Football," James A. Babbitt, M.D., Haverford.

5:45-7:45 P. M.—Dinner of the Association.

8:15-10 P. M.—Public School section.

PROGRAM OF PUBLIC SCHOOL SECTION

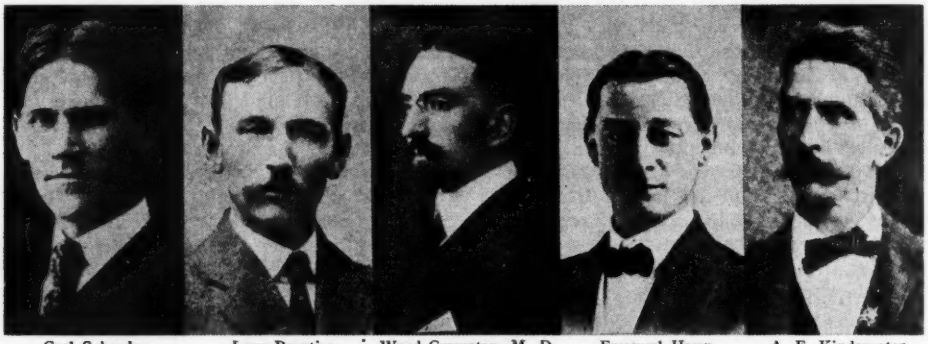
Luther H. Gulick, M.D., Chairman.

President's Address, "Relations of Boards of Health to Boards of Education," Dr. L. H. Gulick.

Paper, "Essentials and Unessentials in the Physical Examination of School Children," Dr. J. J. Cronin, New York.

Paper, "The Examination of Girls in a Public High School," Josephine Beiderhase, New York.

Paper, "Certification as to Physical Efficiency," J. Blake Hillyer, New York.



Carl Schrader, at large | Lory Prentiss, Secondary Schools | Ward Crampton, M. D., Executive Committee | Emanuel Haug, New York | A. E. Kindervater, St. Louis

FRIDAY, DEC. 28

9 A. M.—Paper, "The Place of Athletics in the Curriculum of Secondary Schools for Girls and Boys" (45 minutes), Mr. William Orr, Principal Springfield Central High School.

Discussion opened by Dr. P. S. Page, Phillips Academy, Andover, Mass.

9:50 A. M.—Paper, "The Regulation and Control of Athletics in Secondary Schools," Guy S. Lowman, Brookline, Mass.
Discussion.

10:30 A. M.—Business meeting.

12 to 2 P. M.—Normal school reunions and lunches.

2 P. M.—Paper, "Place of Athletics in the Education of College Men" (30 minutes), Clark W. Hetherington, University of Missouri.

Discussion opened by Dr. G. L. Meylan, Columbia University, New York City; and Dr. E. H. Arnold, New Haven Normal School of Gymnastics.

3 P. M.—Paper, "The Place of Athletics in the Education of College Women," Miss Gertrude Dudley, University of Chicago.

Discussion opened by Miss Senda Berenson, Smith College, Mass.

4 P. M.—Paper, "The Relation of Competitive Athletics to Scholarship" (30 minutes), Dr. Paul C. Phillips, Amherst College, Mass.

Discussion by Dr. E. N. Whittier, Bowdoin College, Maine; Dr. R. T. McKenzie, University of Pennsylvania.

5 P. M.—Paper, "Athletics Outside of Educational Institutions," Dr. G. J. Fisher, New York City.

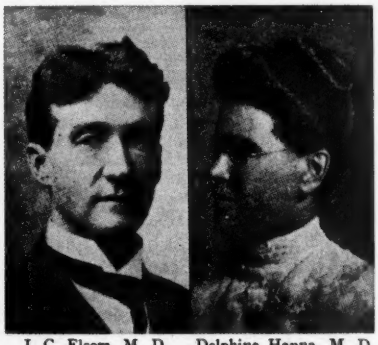
Discussion opened by J. E. Sullivan, New York City.

8 to 10 P. M.—Meetings of anthropometry section, and sessions of college and secondary school directors.

The program of the College Directors' session includes:

Paper, "The Present Standing of Physical Training in American Colleges," F. W. Marvel, Providence, R. I.

Members, National Council, A. P. E. A.



J. C. Elsom, M. D., Wisconsin | Delphine Hanna, M. D., Oberlin

Paper, "Physical Education at University of Pennsylvania," R. T. McKenzie, M.D., Philadelphia.
Business session.

The program for the Anthropometry Section, of which Dr. J. W. Seaver, M.D., New Haven, Conn., is chairman, includes

Paper, "The Co-relation of the Respiratory Function," by W. W. Hastings, Ph.D., Springfield.
Discussion of the value and meaning of lung capacity.

SATURDAY, DEC. 29

A. M.—Society for Research in Physical Education; visit to Smith and Mt. Holyoke Colleges.

P. M.—Visits to Amherst College, Amherst, and to International Y. M. C. A. Training School, Springfield.

Points of Information

Street cars marked "King St." go to the Training School, where the day sessions of the convention are held. Returning from the school, cars on this line pass the Technical high school on State St. Some of the cars go to the railroad station and others go to Main St., and past the Cooley House, Massasoit House, and other hotels. The ride from Main St. to the school is about 20 minutes.

A View of Y. M. C. A. Training School Athletic Field In Use

Editor's note: Thanks to Carl Schrader, the profession is reminded again of the great debt owed to those stalwarts who pioneered. As one reads this convention program, he is reminded again that many of these problems have not been solved even today. Perhaps we need to take a long, close look at ourselves and our profession, and then set about solving a few of them.

WOULD YOU BELIEVE IT?

During some research studies, district supervisor Herb Quay ran across the following:

Nearly 100 years ago—1858 to be exact—the following statement was recorded in the minutes of the Philadelphia Board of Education, page 156: "Educators everywhere in this country are waking up to the necessity of physical education, and sooner or later it must become a part of our great public system."

And again: "In making provision for mental improvement we have lost sight of the fact that our children have bodies that need as much culture as their minds, and that proper action of the latter depends upon the health condition of the former. It is to be hoped that the day is not far distant, when a well devised system of physical training will form a part of the daily exercise of every school in our city."

And—It has come to pass!

THE SCORE.

Attitudes Are Important

Ellen Kelly

PHYSICAL EDUCATION PROGRAMS never fully realize their objectives unless they contribute to out-of-school recreational use of the in-school skills programs. We talk of the carry-over values of many of our activities as though they are automatically achieved whenever the activities are offered. Not so. Children carry over those activities which they enjoy. And they enjoy what they are reasonably successful in doing and what is popular with the group. If we want carry-over it is not enough to teach for physical skills, we must also teach for carry-over attitudes. If we wish to know how effectively we are teaching for carry-over, we should measure and evaluate not only the physical skills achieved but also the attitudes which result.

In the usual teaching situation, physical skills are readily measured both objectively and subjectively by pupil and teacher. Physical skills accomplishments are readily measured in terms of inches, seconds, or points. Skill comparisons are also obvious in terms of whether the pupil is a sought after member of a squad or team or whether he is grudgingly accepted or openly laughed at. Attitudes are most commonly measured only subjectively. We *think* that the children enjoyed the volleyball better than the body mechanics unit, but are we sure?

Subjective evaluation of attitudes is particularly susceptible to bias on the part of the evaluator, whether he be school administrator, teacher, pupil, or parent. The school administrator and the teacher feel urges to prove attitudes good, though they may know that children frequently magnify problems in requesting excuses. Many children accept gracefully but without outward demonstration those things they like, yet feel privileged to criticize, almost compelled to dislike, anything which is required and to exercise the great American privilege to gripe. Parents' attitudes are the result of what they understand the program to be like, and their understanding is frequently limited to their children's reports or to sports page reporting. It is often a mistake to judge attitudes of groups by listening only to the vociferous few who have an axe to grind while the satisfied, or merely apathetic may remain silent.

It is distinctly worthwhile to measure attitudes if one wishes to face honestly the degree of success which a program is achieving. It is particularly encouraging in the field of physical education, because our satisfied, though silent pupils are so much more numerous than is often supposed. Data from local attitudes surveys would in many cases provide the teacher with evidence of good achievements frequently unappreciated by other teachers, administrators, parents, and the general public.

Some Suggestions

Attitude surveys can be highly indicative of the true reaction of groups. They can also be very misleading if those responding to the survey feel some reason to falsify their replies. Present surveys in such a way that there is no advantage in reporting anything but honest reactions. *Convince*, not just tell, the group responding that the information obtained is to be used for the group's own benefit—to determine what improvements could and should be made. When this convincing job has been done well, it is possible to get honest signed responses, whether complimentary or derogatory. *Never* violate this confidence by using such information to penalize any individual responsing. Do not use it in assigning grades. Signed surveys are often much more revealing than unsigned ones. They help the teacher to know who said what and therefore why they may have said it. However, if not sure that pupils will give frank signed reports, it may be wiser to have replies unsigned. Be sure that no unintentional clues are included by which to identify replies. Use a ballot box for submitting replies, or let pupils collect replies, and shuffle them before turning them in. It may even be desirable to have pupils tabulate the replies.

Whatever questions are used, it is important that the answers requested permit the children to express their real opinion. "Yes-No" answers are almost never adequate, because they make no provision for the child who is undecided. Greater reliability of response is usually obtained when a five interval scale is provided: "strongly agree," "agree," "undecided," "disagree," "strongly disagree," or "I think so," "I don't know," "I don't think so," "I am sure it's not." Or "right," "partly right," "I don't know," "partly wrong," "wrong." Five columns for answers should be left at the right of each question.

The specific questions to be included will depend upon the particular teaching situation and the level of the program—elementary, junior high, senior high, or college. Important areas to be covered include space allotment and facilities, program (required or elective), organization of classes (regulations, time, etc.), and the teacher. A few suggestions are given under each heading. These are merely examples and will need adjustment to fit each specific teaching situation.

Instruction: Place an X in the column showing your reaction to each statement.

	I'm very sure of	I think so	I don't know	I doubt it	I disagree strongly
A. *Space Allottment for Physical Education Classes*					
1. We have enough indoor space for our games and other activities					
2. We have enough outdoor space for our games and other activities					
3. Our indoor play space is clean and pleasant					
4. Our outdoor space is smooth and clean					
5. We have a pleasant place to change our clothes					
6. We have enough locker space for our belongings					
B. *Program*					
1. I like the activities we play					
2. Our teacher often lets us decide what we will play					
3. Everyone must play the same thing at the same time					
4. I'm tired of the things we play					
5. I wish the teacher would teach us some new activities					
6. I liked class most when we have basketball (or dance, etc.)					
7. We learn many games that we can play after school					
8. We learn to manage our own games so that we don't always need our teacher					
C. *Organization of Classes*					
1. We have enough time after class to shower and dress					
2. I feel better if I take a shower before putting my school clothes back on					
3. We have to play somedays even if we do not feel good					
4. The children who play games best have the most fun in classes					
5. Children who do not play games very well also have fun					
6. Our physical education classes are too short					
D. *Teacher*					
1. I like our physical education teacher					
2. Our physical education teacher is friendly					
3. Our physical education teacher teaches us a lot					
4. Our physical education teacher likes everyone in the class					
E. *Values*					
1. We make friends in our physical education classes					
2. People who like to play many games have more fun than others					
3. My mother or father often play with me					
4. When I am grown up I will still have fun playing games					

If questions of this type are used with a five column answer system, a summary of class attitudes may easily be obtained. Use a master score sheet, such as the one below to tally responses. The example is for a class of 30 children. Give weight to each response according to the number in parenthesis in each column. Multiply the number of pupils making each response by this number weighting. Subtract the minus (negative responses) from the plus (positive responses) to obtain a total score or class reaction score for each question

A. *Space Allotment for Physical Education*

	Agree strongly (+2)	Agree (+1)	Undecided (0)	Disagree (—1)	Strongly disagree (—2)	Total (class reaction)
1. We have enough indoor space	(5 x 2 = 10)	(15 x 1 = 15)	(8 x 0 = 0)	(2 x —1 = —2)		+23
2. We have enough outdoor space	(18 x 2 = 36)	(12 x 1 = 12)				+48
3. Our indoor space is clean and pleasant	(2 x +2 = 4)	(6 x 1 = 6)	(7 x 0 = 0)	(14 x —1 = —14)		—4

B. *Program*

1. I like the activities we play	(7 x 2 = 14)	(10 x 1 = 10)	(3 x 0 = 0)	(2 x −1 = −2)	+22
2. Teacher often lets us decide what we will play			(15 x 0 = 0)	(7 x −1 = −7)	−21

Summary

Examination of the above data readily shows that the children are most enthusiastic over the outdoor space (total score +48) and considerably less enthusiastic about the indoor space (total score +23), especially its upkeep (total score —4). Similarly, although the children are reasonably enthusiastic about what they play (total +22), they do not think that the teacher permits them to participate in the development of the program (total —21). Reactions to any aspect of the program may be analysed in this manner. Why the pupils react as they do will of course have to be determined by a critical analysis by the teacher of his methods. What can be done to improve pupil attitudes will also be dependent upon critical evaluation of the total situation. Before a teacher is content to blame any undesirable attitudes on the fact that physical facilities and equipment may be far from ideal, he should be sure that his program and his methods make the most, and not the least, of whatever facilities are available.

A survey of this type serves many purposes. It shows individual instructors and departments as a whole what their "customers" are thinking. This information can obviously be used as a basis for pupil-staff cooperative planning for department curriculum improvement. The teacher who knows how pupils are reacting is in a better position to teach to modify that reaction, where modification is desirable. There is a strong probability that the pupil attitudes expressed will be so preponderantly favorable as to make good publicity for the department program as a whole both within the school and within the community.

I'M GONNA TRY

I'm gonna try to play the game, and play it hard, and play it fair. I may not win, but just the same I'm gonna try and do my share. I may not always meet the test as well as some more clever "guy", but while my heart beats in my chest, I'm gonna try.

I'm gonna try to stand the gaff, yet keep my nerve; I'm gonna seek, to love and work and play and laugh and never show no yellow streak. I'm gonna struggle to be kind, and not grow hard of face and eye. I'll flop at times, but never mind, I'm gonna try.

I'm gonna try to be a friend that folks can trust, and who they know will be the same way to the end. Whether the luck runs high or low, I'll hitch my wagon to a star, and set my goal up in the sky. And though I may not get that far, I'm gonna try.

National Federation of State
High School Athletic Assocs.
as printed in the
News Bulletin, State of Delaware.

High School Health Textbooks—How Readable?

H. S. Hoyman

WE HEALTH EDUCATORS have finally discovered that high school students are alive. And we assume that they are "bustin' out all over" with health interests, needs and problems.

These premises imply that high school health teachers and health textbooks also should be alive and full of living knowledge and ideas. For to paraphrase Whitehead[1]: Knowledge does not keep any better than fish. Health knowledge and ideas must come to the students: as if they were just caught from the sea of life and with all the freshness of their immediate importance.

Some of our high school students who have been fed too many "spoiled mackerel"—in the form of dead health facts taken from our class notes or a highly technical health text—would say amen to Whitehead.

Health Textbooks Criticised

Most of us, at one time or another, have been highly critical of high school health texts. In fact, health texts long have been one of our favorite whipping boys in school health education. Some consider them the real villain responsible for the "blood and guts" hygiene still taught in many of our high schools. Yet, on the whole, health textbooks have had a long and honorable record in American education.

Textbooks in physiology and hygiene written by American authors began to be published around 1830. Prior to this, translations of foreign textbooks were printed in the United States, or they were imported from France, England and Germany[2].

Nineteenth Century health textbooks stressed the anatomy, physiology and hygiene of the body systems—except the reproductive system. Greatest emphasis was on the nervous system.

Gradually less attention was given to the body systems per se, and by the early Twentieth Century more stress was placed upon disease, nutrition and cleanliness. After World War I the textbook titles began to include terms such as health and personal and public hygiene. However, the subject matter emphasis was still essentially hygienic and physiologic[3].

Recent authors and publishers of high school health texts have had a thorny problem. We have demanded texts that are attractive inside and out. We have urged that health texts be organized around real-life needs and problems, instead of the body systems. We have stated that more emphasis should be given to: 1)accident prevention, 2) first aid and safety, 3) physical fitness, 4) human growth and development, 5) noncommunicable diseases, 6) consumer-health education, 7) mental health, and 8) sex education. And now we are saying that high school health texts should be made more readable in terms of the types of students and the grade levels for which they are intended.

Health Vocabulary Difficulties

Barton found that most Nineteenth Century American physiology and hygiene textbooks ranked far too high in vocabulary for the grade levels for which they were intended[4]. She noted some improvement in the Twentieth Century health textbooks included in her study, but concluded the texts were still not well-graded as to vocabulary difficulty.

It is obvious that high school students cannot study or comprehend assigned textbook material that they cannot read. This is a crucial problem since: the reading range of a typical high school health class may extend over five grades or more.

For example, how well would Bill Jones, a high school freshman—with average ninth grade reading ability—be able to read and understand the following passages pertaining to the disease trichinosis (pork worm disease):

> Diagnosis of trichinosis is difficult. The early symptoms of nausea, vomiting, abdominal pain and diarrhea frequently are mistaken for symptoms of influenza, acute inflammation of the kidney, chronic rheumatic fever, food poisoning, infantile paralysis, typhoid fever, tuberculosis or any of several other diseases.
>
> Chief diagnostic aids for the physician in studying suspected cases of trichinosis are tests of the blood for a condition called eosinophilia, meaning an increase of certain white blood cells; a skin test and a blood serum test, (by the complement fixation method or by precipitation) and a microscopic study of small samples of muscle (biopsy) for the presence of trichinae.

The printed material from which these passages were taken had an average reading difficulty level of grade twelve. It was being used by a ninth grade high school health class, in a Middlewestern state, studying a unit on communicable diseases. Assigned materials of this type would place most ninth grade students in the same predicament as Alice as she was falling down the rabbit-hole into Wonderland:

> "Down, down, down. Would the fall never come to an end? "I wonder how many miles I've fallen by this

---

[1] A. N. Whitehead, *The Aims of Education*, New York: The Macmillan Co., 1929, p. 147.

[2] H. E. Barton, "A Study of the Development of Textbooks in Physiology and Hygiene in the United States", *The Research Quarterly*, Vol. 14, No. 1 (March 1943), pp. 37-45.

[3] Ibid., p. 44.

[4] Ibid., p. 45.

time?" she said aloud. "I must be getting somewhere near the center of the earth. Let me see: that would be four thousand miles down, I think—" (for, you see, Alice had learned several things of this sort in her lessons in the schoolroom, and though this was not a very good opportunity for showing off her knowledge, as there was no one to listen to her, still it was good practice to say it over) "—yes, that's about the right distance—but then I wonder what Latitude or Longitude I've got to?" (Alice had not the slightest idea what Latitude was, or Longitude either, but she thought they were nice grand words to say.)"[5]

However, in recent years, research workers have found that there is far more to the matter of textbook readability than vocabulary difficulty[6].

Readability of Health Textbooks

Readable, according to most dictionaries, means easy or interesting to read or capable of being read. How readable are modern high school health textbooks?

Several readability studies have been completed recently by graduate students in health education at the University of Illinois. Hanson[7], Taylor[8], and Edwards[9] tested fourteen widely-used high school health texts, published during the past ten years, for reading difficulty and human interest.

Table I shows the estimated school-grade levels of reading difficulty for these textbooks as tested by Hanson using the Fog Index[10].

Briefly stated the Fog Index is based upon two factors: 1) average sentence length and 2) the percentage of words of three syllables or more. To calculate the Fog Index: 1) the average sentence length is added to the percentage of words of three syllables or more; 2) the total is multiplied by .4 to get the Fog Index. The Fog Index is then interpreted by using Gunning's Table of school-grade levels of reading difficulty[11].

Table I shows that the fourteen senior high school health texts ranged from grade seven to grade twelve in reading difficulty. Seven of the textbooks have reading difficulty levels of tenth grade or higher. And seven of the texts tested at ninth grade or lower. Only one of the texts is lower than ninth grade, as compared to four texts that had reading difficulty levels of grade eleven or higher.

TABLE I Reading Difficulty Levels of High School Health Texts*

Textbooks	Number of Samples Tested	School Grade Level
Text A	15	Grade 12
Text B	16	Grade 11
Text C	17	Grade 11
Text D	17	Grade 11
Text E	10	Grade 10
Text F	18	Grade 10
Text G	20	Grade 10
Text H	9	Grade 9
Text I	13	Grade 9
Text J	16	Grade 9
Text K	13	Grade 9
Text L	10	Grade 9
Text M	10	Grade 9
Text N	14	Grade 7

* Adapted from Hanson, Nathen C.: *The Readability of High School Health Texts: Fog Index*, Unpublished Master's Thesis, University of Illinois, 1953. Table XVII, p. 74.

Taylor tested the reading difficulty of the same high school health texts using Flesch's Readability Formula, Part A[12]. His results were approximately the same as Hanson's with the Fog Index.

Taylor's study included a total of 198 one-hundred-word random samples selected from all fourteen textbooks. Approximately 26 per cent of these passages were at the elementary school level of reading difficulty, grades 5 to 8; about 26 per cent were at or above the college level of reading difficulty, grades 13 to college graduate; and only 47 per cent of the reading passages were at high school level, grades 9 to 12[13].

The Flesch Formula has two parts: Part A for testing reading ease and Part B for testing human interest. The human interest score is based upon 1) percentage of personal words and 2) percentage of personal sentences. The score is interpreted by using the Flesch Human Interest Scale[14].

Edwards tested the same group of high school health texts for human interest, using Flesch's Readability Formula, Part B. Only three of the health texts were rated as interesting; eight were mildly interesting; and three were dull. None were found to be highly interesting or dramatic[15].

Edwards tested a total of 210 random samples

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5 Lewis Carroll, *Alice in Wonderland*, Mount Vernon: Peter Pauper Press, 1945, p. 12.

6 G. R. Klare and B. Buck, *Know Your Reader*, New York: Hermitage House, 1954, Chapter 4.

7 N. C. Hanson, *The Readability of High School Health Texts: Fog Index*. Unpublished Master's Thesis, University of Illinois, 1953. (The Master's theses by Hanson, Taylor and Edwards may be secured from the University of Illinois by writing to Inter-Library Loans, Circulation Department, University of Illinois, Urbana, Illinois.)

8 R. M. Taylor, *The Readability of High School Health Texts: Flesch Index*. Unpublished Master's Thesis, University of Illinois, 1953.

9 R. Edwards, *Human Interest Readability of High School Health Textbooks*. Unpublished Master's Thesis, University of Illinois, 1954.

10 R. Gunning, *The Technique of Clear Writing*, New York: McGraw-Hill Book Co., 1952, pp. 34-39.

11 Ibid., pp. 35 and 38.

12 Rudolph Flesch, *How To Test Readability*, New York: Harper and Brothers, 1951. pp. 1-6.

13 Taylor, op. cit., pp. 66-67.

14 Flesch, op. cit., pp. 6-10.

15 Edwards, op. cit., p. 63.

from all fourteen texts. He found: approximately 47 per cent of the sample passages were dull; 21 per cent were mildly interesting; 27 per cent were interesting; 3 per cent were highly interesting; and only 3 passages out of the 210 samples were dramatic[16].

It is important to note: the Flesch Human Interest Index does *not* evaluate all aspects of reader interest[17]. Yet it can be used as one source of objective data in considering the readability of high school health texts.

If there is one point we agree on, it is the importance of getting students interested in their assignments—including appropriate textbook study. High school students can read faster, remember longer, understand and apply principles better, and enjoy the health text more when it is readable than when it is not[18].

Health Education Implications

We need to keep two points in mind. First, whether or not a textbook is readable is a complex matter. It depends upon 1) the format, content, organization and style of the text and 2) many factors related to the reader. Second, readability yardsticks do not test all of these things. They only test specific aspects of readability, with quite limited precision. Yet, after all such allowances are made, certain implications pertaining to the preparation, selection and use of high school health texts remain.

Most of us look for health texts whose aims are in harmony with our own. This is of crucial importance. We should select health texts that are based upon the same objectives that we are trying to achieve in our health teaching. There is nothing more demoralizing to our students than for us to be constantly fighting the health text.

But this is not enough! In addition we need to consider several related questions: Will our students be able to read and understand the text? Will they enjoy reading the text or be bored to death by it? Will studying the text help to improve their health? Will it help to promote healthier living among teen-agers?

The use of readability yardsticks—such as the Flesch and Fog Indexes—will not provide objective answers to all questions of this type. However, they are simple to apply and accurate enough that they should be used as one source of objective information in textbook selection.

In selecting and using high school health texts: we should keep the superior as well as the average and below average students in mind. We should not bore superior students with health texts that are too easy to be challenging. Nor should we give the average or poor students assignments in textbooks so difficult they cannot read them.

There has been marked improvement in high school health texts during the past one hundred years. Yet much remains to be done. For one thing, new and revised high school health texts should be *pretested* more carefully for: 1) reading difficulty, 2) reading progression and 3) reader interest. Also authors might well keep in mind the advice attributed to Mark Twain: the difference between the right and the wrong word is the difference between lightning and the lightning bug.

[16] Ibid., p. 64.
[17] Klare and Buck, op. cit., Chap. 7.
[18] H. S. Hoyman, "Brer Rabbit and our High School Health Texts", (Guest Editorial), *Journal of School Health*, Vol. 24. No. 10 (December 1954), pp. 286-288.

Keeping Well

The backbone of health is a way of living and this is an educational concern of the home, the school and the community and each member of the community. The person below par drags on, day after day, inefficient in his work, unable to enjoy leisure, unnoticed from the standpoint of facing tomorrow's challenges. He may be malnourished because of lack of food or because of the effects of worry and fear. Many children even in our well-to-do homes are malnourished and the cause may be over-stimulation, over-excitement, with insufficient rest and sleep.

Education has a particular task to perform with these people. They must be able to recognize the simple laws of life—the values of stimulating work, joyous exercise, food, rest, sleep and relaxation which may be had at a reasonable cost. Fundamental protective community health rules must be enforced by law. Keeping well is not merely the absence of disease; it is a medium through which we can gain access to many invaluable blessings. Sound health enhances every pleasure and is indispensable to the full performance of almost every duty.

DISCOBOLUS.

I Wish I Had the Time . . .

Arnold Lohr

HAVE YOU EVER stopped to think of how many times you have heard your friends say, *"I wish I had the time* . . . to do this, to do that, to go here and go there, etc., etc.?" Yes, even you might have included this in your vocabulary countless times. This phrase has been repeated as often as the man without a watch asking, "What time is it?" Actually, it's unimportant what follows the phrase, *"I wish I had the time* . . ." It could be almost anything. The point is that a very small number of people have found the time to do what they have long sought to do.

Recently, a neighbor said, *"I wish I had the time* to relax, something to do in my leisure time." When asked if he knew the meaning of RECREATION, he replied, "Certainly, it's the two minutes rest a man gets while his wife thinks up something for him to do." This in itself may be humorous, but there's a much more serious attitude regarding leisure time and recreation from the standpoint of the professional recreation leader.

Leisure

Today, more people than ever before in the history of our country are concerned with their leisure. They are looking for something to do and yet they are looking for the time that they may follow up their ideas. It's a matter of not just thinking about it but rather doing it. People today are looking for recreation. Recreation to some people means looking at TV, going to a ball game, or going to a movie theatre; to others, it means travelling along a highway. There must be someone they can turn to in their search for recreation. That someone is the professionally trained, the professionally qualified recreation leader.

There was a man who awoke one morning and staring into a mirror with blood-shot eyes remarked, "This kind of life has got to stop; going out night after night and staying in them bars . . .that television's killing my eyes." Do you know him?

The Recreation Leader

The need for recreation has become an increasing problem. New cities and towns, new communities being developed, not only state-wide but nation-wide, are recognizing the need and the importance of recreation. The professional recreation leader is a definite part of the community. In helping to supply the demand and meet this particular need the recreation leader has come to the fore and with him there has emerged the field of recreation striving towards professional status. He has thought in terms of his community and serving it to the best of his ability. The recreation leader gives a great deal of his time. This time cannot be measured by a yard-stick nor by geometric figures nor even by calendric time. The recreation leader finds that he is working with a wider range of age groups. The leader gives so much time . . . he gives so much of himself to his community that too often we tend to take him for granted.

The recreation leader has a job to do. He asks for nothing in return, and yet, the rewards are found in the happy, smiling faces, the joyous laughter and resounding echoes of happy people, young and old, finding a happier, fuller, richer, satisfying experience in their recreation. These are the fruits of his labor. These, too, bear testimony to the respect and admiration of the recreation leader.

It is an endless job so much so that someone said, "It's a 48-hour job in a 24-hour day." Though endless it gives a great deal of satisfaction to the leader. He is fortunate in many ways. He is kept alert by the young people who constantly surround him. He learns many things being with the older people of the community—the senior citizens. In working and in playing with the people of his community the recreation leader plays a most important role. He has the *ability of knowing how to get along with people,* a priceless treasure indeed. He has *understanding*; an understanding of boys and girls, men and women; yes, their pets, too, are not left out of the recreation leader's life.

He is in a sense, a doctor for his community. His medicine may be the only prescription after all others have failed. The medicine? . . . *Laughter*—being with other people—doing things with others whether it be a square dance, a volleyball game, or even that old-fashioned activity brought back into prominence when some of the TV sets blow their fuses . . . family-type conversation.

A Problem

Not too long ago our home was faced with a crisis. We had nursed television along. At birth when we got one it had a 12″ screen . . . it was a big baby; then TV grew and our baby was getting older. Newer models were coming out so we traded it in for one with a 17″ screen; and finally acquiring the large economical-size with a 24″ screen . . . a super-spectacular, 20th-century cinemascopic, ultra-sterophonic . . . *NOISIVELET* (that's television spelled backwards). This was part of our recreation.

But then it happened; it, too, blew its fuses, one after the other, then all the other parts went astray. We got rid of it and didn't get another to take its place. We were in mourning for awhile but time heals all things. We adjusted ourselves to the situation and took this in stride.

It's a rather strange thing but spending more time with the lights on in the living room, I somehow got to know my family better. We took time to visit our recreation center and had family nights with other families of the community participating. I thought to myself about my family, "They're not a bad lot after all, if you get to talk to them once in awhile." Yes, you, too, could experience this enlightening re-acquaintance with *YOUR* family.

Concluding Statement

The recreation leader certainly is a credit to his profession. He is selling himself and yet he has a wider variety of commodities to sell that one can imagine. The leader has confidence in himself. What gives him *confidence?* . . . He has *competence.* The recreation leader is contributing greatly to his community.

Communities can take a lesson from the recreation leader. He likes people; he enjoys working with them and for them, and enjoys to as great an extent if not more-so of playing with them . . . with any age group regardless of the number involved, regardless of race, color or creed.

Recreation is a relatively new field and we are pioneers helping to build it as a profession. We are pioneering in the field of recreation as our forefathers have pioneered the new land of America and as theirs have pioneered before them. It's a challenge but what a challenge.

In time recognition will be universal when all of us will take time to say: *Recreation . . . of the people, by the people, for the people.*

Make the time and *take* the time to do what you *wish you had the time to do.* Be aware and listen. Listen to your friends and above all else listen to yourself. Don't let this phrase work against you but rather let it work for you. Train yourself to let this phrase be the watchdog of your vocabulary and you will truly live a lifetime of doing:

I wish I had the time . . .

Operation Human Salvage

S. J. Picariello

HERBERT SPENCER once said, "The profoundest of all infidelity is the fear lest the truth be bad." In our present age of jet speed and space speed, we have hit a new peak in the waste of human lives. Lives that could have been saved and redirected to a better way of living had they received guidance, human understanding and education.

Check-listing statistics on accidents, delinquents, and education we find that Operation Human Salvage must go into action immediately. Accidents in the United States the past year took a staggering toll, killing 91,000 persons and injuring 9,200,000. The estimated economic loss was nearly $10 billion dollars.

The National Safety Council estimates that among the more than 60,000,000 employed men and women in our country last year there were approximately 44,000 accidental deaths. During the summer approximately 7,000 die of drowning. On the highways each year 33,000 lives are lost due to automobile accidents.

Moving over to another culprit of human wastage, delinquency, we find that surveys on causes of delinquency shows a listing of over 250 causes, yet little or no action is taken by society to prevent its snowballing.

This is what FBI director J. Edgar Hoover says about juvenile delinquency, "Teen-agers lead criminal brigade." The FBI chief said the "predominant" age of those arrested was 21. Society should realize that it has failed in fulfilling the needs of these individuals and the adaptation of the OHS program would do much to curtail this appalling human wastage.

Human wastage can also be found in the field of education. A recent article written by Ralph C. M. Flynt, "America's Resources of Undeveloped Talent", states that 200,000 high school students are unable to attend college. These young persons ranked in the highest one fourth of ability could have been guided into proper channels leading to college. Government funds could be advanced to these talented "drop-out", on a later payback plan. Information as to how, when, where and individual assurance that they would complete college be made available to them. A good pamphlet is "Financing a College Education" by John F. Morse, Director of Admissions of Rensselaer Polytechnic Institute, which describes many means of financial assistance.

Operation Human Salvage is based upon dynamic preventive process in which the guidance principles such as the doctrine of individual difference, integration and education be utilized in such a manner to fulfill the objectives of meeting the needs of these lost people.

OHS needs the support of parents, teachers, churches, and society to be successful. Its essence is TEAMWORK. Victory or defeat will depend upon the efforts of these groups. OHS calls for active-do, not a paper program, action discussion with parents, teachers, church leaders, and particularly the individual, who is the single force that OHS deals with. OHS is a service activity that exist to help these people do their job better. The over all picture of OHS is Guidance + Human Understanding + Education + ACTION.

Teaching Basketball

Deane E. Richardson

"THE PURPOSE of general education is to enable men and women to live rich and satisfying lives and to undertake the responsibilities of citizenship in a free society." [1] Physical education, as a part of general education, must be able to justify its existence by its contribution toward the aims of general education. These purposes can be met if all of the following general objectives of physical education are included in every program:

1. Organic development and physical fitness.
2. Development of neuro-muscular skills.
3. Development of harmonious human relations.
4. Development of mental and emotional fitness.
5. Development of recreational skills and appreciations.

This article is a report of the methods used by one instructor to conduct his basketball class for general college students at the sophomore level at the University of California at Los Angeles. These classes, meeting three times a week for one semester, are composed of students with little or no basketball experience.

A Beginning

At the first meeting of the class, the instructor tries to create a friendly, informal atmosphere. He meets the class in a seminar room, and after the preliminary administrative details are completed, the boys introduce themselves to one another. Quite often the students are strangers to each other, as U.C.L.A. is largely a commuters' university.

The instructor then tosses them this question, "Why are you here?" The usual answer is, "Because we *have* to take two years of physical education!" Why does the faculty of the University of California at Los Angeles believe that physical education is a necessary part of the students' general education experience? This is an opportune time to introduce the general objectives of physical education listed previously. It is very important that all students know and understand these objectives and realize how they may be achieved.

Specifics

The discussion of general objectives leads naturally into group consideration of specific objectives for this course. The blackboard is used to list these. The following objectives are the result of discussion in one class:

1. To improve my basketball skills and thereby increase my enjoyment in playing the game.
2. To learn more concerning the finer points of basketball, strategy, etc., so that I may become a more enlightened spectator at Bruin and other basketball contests.
3. To get a vigorous workout and thereby achieve better physical fitness.
4. To develop a better understanding of students of different races, backgrounds, temperaments and abilities.
5. To make new friends.
6. To provide an opportunity for social development in leadership, followership, cooperation, and graceful winning and losing.

These general and specific objectives are dittoed and distributed at a later class meeting.

Next on the agenda is discussion of the criteria for marking. These criteria vary, but it is surprising how nearly alike are the standards set by students and those set by the teacher. Marking is a necessary evil, but as long as it is required, class morale will be higher if the boys have an opportunity to share in determining marking procedures. The class activities discussed above take approximately two class periods.

The Program

Now the class is ready to get down to actual basketball playing. Many boys think that the entire class time should be devoted immediately to playing basketball. If that feeling is prevalent, one of the early periods should be devoted to scrimmaging. The errors of bad passing, fumbling, traveling and the like should be counted. Add to this the physical exhaustion of most, and their inability to work together as a unit or team, and all will be quite easily convinced that there is more to basketball than merely scrimmaging. About this time a film such as "King Basketball," stressing rules and rules interpretation, is shown. As the demonstrators are proficient basketball players, the students see the possibilities of good teamwork and the ease and grace which mastery of skills gives the expert performer.

The class is divided into five alphabetically arranged groups, with the first man in each group assigned as the temporary squad leader. (In this particular instance, five squads are used, because there are five backboards and baskets available for class use.) This preliminary grouping speeds roll-taking, facilitates administration of the class, and helps both the instructor and the students learn names. Roll is taken close to a large blackboard. The fundamental for the day is briefly explained with the aid of diagrams before the group breaks up for practice. This visual aid is especially valuable when team offenses and defenses are presented. The

[1] W. S. Monroe, *Encyclopedia of Educational Research*. New York: The Macmillan Company, 1950, p. 489.

fundamentals are then practiced within the squads. The temporary leaders assign their squad members to different baskets daily. The purpose is to make it possible for each boy to play with many different class members. Each student is expected to know the names of the boys with whom he plays that day.

Rather than teach the fundamentals in the usual logical order, the instructor starts by teaching shooting and follows with the fundamental of screening. The shots necessary for satisfactory play on this level are the drive-in on the near side, drive-in across the basket as the hook and/or layback, the set, and a jump shot. The taller students are encouraged to practice the pivot and the fake and drive shots. Much shooting practice takes place before the class officially starts. The stationary, running and the cutaway screens[2] are carefully diagrammed, explained and practiced. Other fundamentals, such as rebounding, passing and dribbling, are taught after the boys have worked on shooting and screening.

This sequence allows for satisfying, purposeful, half-court, two-on-two, or three-on-three scrimmages to take place at the last of each period. These scrimmage sessions permit maximum individual ball handling, which develops skill as well as physical stamina. The scrimmage period is gradually lengthened from five to fifteen minutes. No score is kept and the players are constantly urged by the instructor to practice the fundamental learned that day. In order to promote more ball handling, the defensive team, upon successfully rebounding, must bring the ball out beyond the foul line before they are allowed to shoot. The team scoring a field goal retains possession of the ball.

A few of the more fundamental offenses and defenses are explained and practiced briefly. The defenses include a zone and the man for man with the variations. The offenses presented are zone, double cutting and the give-and-go. At this particular time in the semester these various team combinations are given as orientation, with no attempt for mastery.

Selection of Teams

When the class members think they are ready, four permanent squads are selected. By this time the students know each other by name and by basketball ability. The class elects four captains. During a class period the captains meet with the instructor and select four squads equal in ability. The captains then draw for their squad. They are quite careful to select equal squads, as their chances of drawing a "loaded" team are three to one, two to one, or even, against each captain. This selection method has resulted in such equality that no team has ever been able to win more than one tournament in any one semester.

After the squads have been selected, each group meets and practices together. In order to give more boys a leadership role, an administrative squad leader is also elected. He checks the roll and assumes leadership in all matters except playing the game. With the help of the instructor, each squad assesses its strengths and weaknesses and then makes a selection of the offense and defense best suited to its needs. For example, one team found itself with inferior height but superior speed, and so decided that a zone defense, fast break, and figure eight offense best suited their personnel.

Scrimmaging

The teams engage in half-court scrimmages. One team practices its defense while the other sharpens its offense. During this period team dedication and team loyalties mount exceedingly high. The next step is that of practice games to test the offenses and defenses and to continue the conditioning process. During all team play no substitute may stay out for longer than three minutes at a time and all members must take their turn sitting out. The three-minute substitute usually plays the role of coach and rooting section. The last five minutes of classtime are devoted to team evaluation. The boys become quite expert in finding the reasons for their success or failure.

The climax of the class comes with two round-robin tournaments. Team standings are posted daily. After the first tournament the teams are given a period or two to strengthen their offensive and defensive weaknesses.

Attitudes and Appreciations

During the winter months, when there are a few rainy days in Los Angeles, the department policy calls for most of the classes to meet in the gymnasium for mass games. On these days, the basketball class retires to a seminar room for a discussion period. The recreation objective is met not only by learning to play the game of basketball, but also by learning to analyze the game as a spectator. News items, Pacific Coast Conference team standings and other interesting developments in the basketball field are discussed. The boys keenly anticipate the Bruin games and are interested in analyzing how Coach John Wooden defenses his various opponents. In addition to the rainy-day program, short discussions take place occasionally at the start of regular class periods.

Evaluation

Is this method of teaching a physical education class effective? In order to ascertain this, the last class period is given entirely to evaluation. Students mark an unsigned evaluation questionnaire and are encouraged to include remarks.

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[2] No standard nomenclature is in general use. For explanation see: Dean, *Progressive Basketball*. New York: Prentice-Hall, Incorporated, 1950, pp. 157-8.

Were the general objectives of physical education achieved?

Development of physical fitness: At the end of the semester the boys could play twenty-five minutes of basketball as compared to only five minutes of one-basket scrimmages at the start of the course. The boys themselves thought that they had achieved better physical fitness.

Development of neuro-muscular skills: The boys, within the limitations of individual differences, learned the fundamentals of the game, and they could put the complex fundamentals together well enough to satisfactorily play the game. Most of the boys indicated on evaluation sheets that they possessed enough confidence in their skill to continue playing the game. A large number played in the U.C.L.A. intramural basketball league the next semester.

Development of harmonious human relations: Learning the names of class members and playing with and against each other molded the class into a unit with high morale. Occasionally a squad had to solve personality clashes in order to have success as a team. Friendships were formed. The democratic concepts were enhanced. Boys of different backgrounds accepted each other for what they were and what they could do. Good sportsmanship was an inevitable product when respect for the individual was present.

Development of mental and emotional fitness: Was there reflective thinking? The boys made the decisions as to the offensive and defensive systems they would use. They evaluated their playing. They made changes to correct weaknesses. It can safely be said that basketball here consisted of far more than throwing the ball through the basket. Emotional displays were few. It is more difficult for friends to quarrel than for strangers. The boys enjoyed coming to class, as indicated on the questionnaire. This in itself was a force for positive mental health.

Development of recreational skills and appreciations: The class members learned skills sufficiently to enjoy playing the game. They learned to analyze basketball better and thereby became better spectators. They developed a greater appreciation for basketball and other sports by reading the sports page. They built a recreational skill and appreciation into their lives that should serve them the rest of their days.

The semester after one such class, the instructor discovered that a group of his former class members had banded together to form an independent intramural team. These boys had not known each other before they had met in class and they were not what would be considered good athletes, yet there they were, playing the game of basketball with their new friends.

The Future

There are many areas that need to be explored for possible improvement in the course. Self-officiating, with each boy calling his own personal fouls, is an example. Group dynamics disciples tell the instructor that permanent teams should be selected by the sociometric device of asking the boys with whom they would like to play. The instructor has visions of all class members wanting the six-foot, six-inch player or the ex-freshman numeral winner who wasn't quite good enough for the varsity; however, he has been assured that this will not happen. The quest for improvement is an on-going process.

We teach the most interesting subject in the entire school curriculum for most students. If we will just teach according to the general objectives of physical education, and identify and explain these general objectives to our students, we could all have dynamic, challenging programs leading students toward a richer life.

SOME CHUCKLES

You might as well laugh at yourself once in a while. Everybody else does.

—Pipe Line

The teacher was testing her pupils' knowledge of proverbs. "Cleanliness is next to what?" she asked.

And a small boy replied feelingly, "Impossible."

Wingfoot Clan

If you see good in everyone, you may be an optimist . . . then again, you may be nuts.

—Kreolite News

Work fascinates some people so much they can sit for hours just looking at it.

—Rex Topics

A diplomat is a man who can make his guests feel at home when he wishes that they were.

Any girl can make or break a man, but a smart one does both.

Belvoir Castle

Most of us use very weak thread to mend our ways.

Amarillo Ranger

Patience is the ability to idle your motor when you feel like stripping your gears.

If you have roses, bless your soul,
Just pin one in my button-hole,
While I'm alive and well, today,
Don't wait until I've gone away.

—Anonymous

The Sports Bulletin Board

Robert J. Nareau

THE SPORTS, OR PHYSICAL EDUCATION bulletin board is a seldom used educational medium which offers a wide range of educational opportunity.

Today when one of the primary aims of education in our democratic world should be to teach youngsters the folly of prejudice and hate, the world of sports offers us a wealth of positive material which boys and girls all over America can understand. Sports enjoy a rapport with youngsters which is probably, in the majority of cases, unequalled by any other factor in their lives.

A sports bulletin board showing pictures such as Willie Mays, star outfielder of the 1954 World Champion New York Giants' baseball team being awarded the coveted most valuable player award, or one of Ohio State University's great Negro halfbacks scoring a Rose Bowl touchdown, will do more to dispel any prejudice which exists in a boys' mind than will Supreme Court decisions by the score.

Sports are a visual display of democracy in action. No medium offers greater recognition to the ability of the individual, regardless of race, religion or economic background, than does the athletic world. Sports are not only something that all boys and girls can see and appreciate, but also they are a thing they love and someday hope to experience themselves. No one will ever be able to convince most American boys that anyone who hits home runs, or scores touchdowns, is an inferior person in any sense of the word. Then too, we must never lose sight of the fact that the child whose opinions are

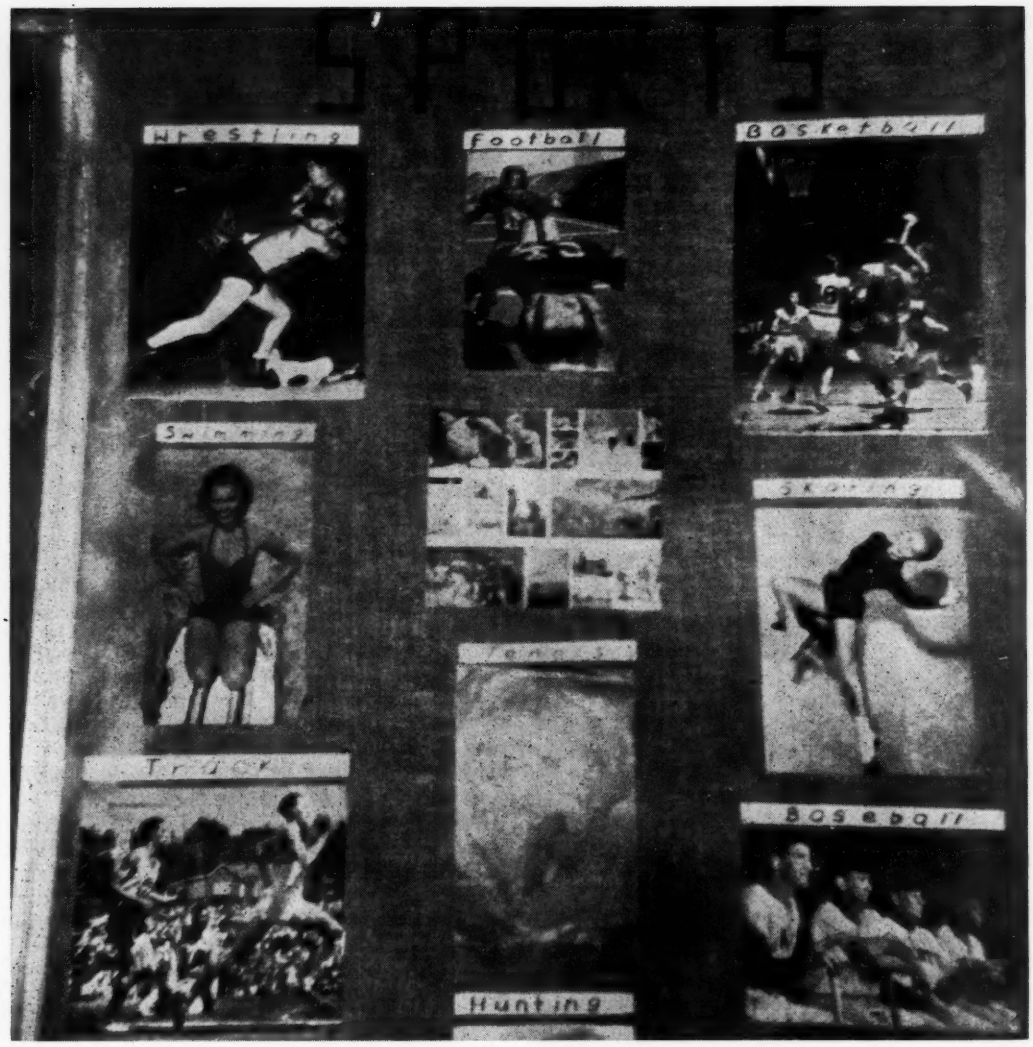
being formed today is to be the adult leader of tomorrow.

At the North Avenue School of the Del Paso Heights, California, Elementary School District, each classroom in the school has one section of its bulletin board space devoted entirely to displays pertaining to the world of sport. The materials on the boards are constantly changing with current pupil interest and with the sport then in season. Both the contents and the arrangement of the display are the result of pupil-teacher planning and contributions.

Examples

Some of the different types of material which have been displayed on our sports bulletin boards are:

1. Pictures, or other material pertaining to the physical education activity in which the class is currently engaged. Thus if the class was being instructed with a unit on volley ball, a display of that sport might be appropriate.
2. Pictures, or other material pertaining to a sport then in season, or one which is occupying a place of national interest. During the World Series one might expect to find baseball displays prominent.
3. Newspaper or periodical pictures or accounts of sports events.
4. Original pictures or stories by students dealing with activities in sports.
5. Book reports on books of a sports nature.
6. Charts or diagrams of athletic facilities, equipment, or fundamentals either by students or of a commercial nature.
7. Pictures or accounts of school athletic or physical education events.
8. Compositions dealing with the history or rules of different sports.



9. Sports of foreign countries, either as independent displays or in conjunction with the current social studies unit.

Suggestions

Points which might be kept in mind by anyone who is planning on utilizing the sports bulletin board are:

The attractiveness of the displays should play as important a part in the program as does the material displayed.

The material displayed should be the contribution of all students and not of just the teacher or a few select students.

Displays should be changed frequently so that the students do not lose interest in the activity and so that a greater amount of material is displayed. Two weeks should be the maximum length of time for any one display.

In order that the activity may be an even greater learning situation, students should be encouraged to include in their displays sports activities which are new and strange to them.

Values

Some of the benefits which we feel may be derived from the sports bulletin board in addition to fostering the democratic ideal are:

1. Additional utilization of classroom bulletin board space.

2. Classroom activity geared to pupil interest.

3. An aid in the developing of literary talent in some students. The boy who is at a loss to write a composition on "What a Daffodil Thinks of Spring" may be eager to give forth on "Why the Dodgers Will Win the Pennant".

4. An opportunity to create greater pupil interest in reading and as an aid in the remedial reading program. Many so-called retarded readers' main problems could be one of non-interest. A greater rapport between students and book reports might be established by substituting Frank Merriwell for Oliver Twist.

5. An opportunity for the student who is not particularly gifted with athletic ability to assume a place of importance in the physical education program.

6. An opportunity for the classroom teacher to correlate physical education with the classroom or academic program.

7. An opportunity for students to develop art ability.

8. An opportunity for students to develop initiative and translate their interest and learning into things of beauty.

9. An opportunity for the teacher to instill pride in classroom appearance in her students.

10. An opportunity to broaden the cultural scope and stimulate the interest of both teacher and students by the introduction of new activities which may find a place in the leisure of the individual.

If you are not using this valuable aid, the bulletin board, or not making the best use of it, the preceding suggestions should be helpful.

ROPE SKIPPING CONTEST

Many schools provide activities for boys but lack contests of skill for the girls. In Bethlehem, during the spring, you will find the boys in the elementary grades practicing for the marbles championship. In 1946 Mr. Frank Broad, supervisor of health and physical education in Bethlehem, adopted a series of sixteen exercises for girls in the elementary school. This contest has become an annual affair, with the Bethlehem Recreation Department conducting the city-wide championship.

Each child is given three tries at each exercise. If the exercise is executed without stopping the rope, the contestant is awarded three points and does not take the other two tries. If the child is successful on the second try, two points are awarded. If done correctly on the third attempt, the girl is given one point. A perfect score would be forty-eight points.

The exercises follow:

1. Forward (four times).
2. Backward (four times).
3. Front, side (left), front, side (right)—four times on each side.
4. Back, side (left), back, side (right)—four times on each side.
5. Front, cross, front, cross, etc. (four times)
6. Back, cross, back, cross, etc. (four times).
7. Double swing front with single jump.
8. Double swing back with single jump. If exercises 7 and 8 are done correctly the first time, the child is awarded 3 points for each exercise, if missed first time and done correctly the second time, they are awarded two points; if missed the second time and done correctly the third time they are awarded one point.
9. Double Dutch (four times)—3 tries.
10. Double Irish (four times)—3 tries.
11. Jumping through double dutch—3 tries .
12. Jumping through double Irish—3 tries. If correct first time they get 3 points, second time, 2 points or third time, 1 point. Exercises must be done without stopping ropes in the above four exercises.
13. Long rope and short rope together front—four times.
14. Long rope and short rope together backward—four times.
15. Long rope front, short rope backward—four times.
16. Long rope backward, short rope front—four times.

Note: In Exercises 11, 12, 13, 14, 15 and 16 the child must do the exercises without stopping the long rope. These six exercises will be scored the same as Exercises 9 and 10.

—Pennsylvania Journal
October 1951

Health Characteristics of the Somatotypes

Carl E. Willgoose

FROM THE TIME OF HIPPOCRATES man has been interested in why people behave the way they do—and those people concerned with health have been especially interested in pathological behavior. Even Aristotle was somewhat concerned with the relationship between body build and overt actions.

During the last several decades many contributions have been made by anthropologists, pathologists, and constitutional psychologists which indicate that man, although he appears to be like any other human being, is quite different. Variability is the rule, not the exception. In fact, it is the constitutional psychologists who say that if we fail to understand people as we think we should, it is probably because we haven't learned to tell them apart. *When we learn to tell them apart, health behavior as well as any other kind of behavior will be more understandable.*

Constitutional Psychology

Constitutional psychology is concerned with the psychological aspects of human behavior as they relate to morphology and physiology of the body. The term constitution, refers to those aspects of the individual which are relatively more fixed and unchanging—anatomical structure, physiology, endoctrine function, etc.—and may be contrasted with those aspects which are relatively more liable and susceptible to modification by environmental pressures, i. e., habits, social attitudes, education, etc. Thus constitutional psychology deals with the complexities of total behavior and continually relates structure and function to personality, temperament, interests, and other interacting variables.

Considerable research indicates that the various constitutional types of individuals look and behave differently.[1] The pear-shaped endomorph is a different animal than the bean-like ectomorph. Both look and act in a way that is foreign to the V-shaped mesomorph. In many cases the implications to be derived from this type of research have been left to the reader. The question of how the health and physical education teacher may use constitutional psychology (and the somatotype) to enrich the teaching program has often been overlooked.

Health Implications

The three extreme somatotypes behave differently when exposed to the same educational stimulii.[2] They respond differently when exposed to similar variables such as pathogenic organisms, diet, fatigue, rest, etc. In a sense one might say that the health status of the extreme body types is as different as the behavior of the hippopotamus and the greyhound.

The endomorph is usually a well-adjusted, relaxed and amiable person. He has an evenness of emotional flow, is usually tolerant. In fact, this type of school child is not likely to fly into a tantrum of anger. Since neither he nor the extreme ectomorph particularly relish physical work, they are not prone to the accidents experienced by the mesomorphic types. For example, it is not the endomorph or the ectomorph that takes off on a mountain climbing expedition.

Although the endomorph has a superb digestive apparatus and rarely suffers from indigestion, he is the one that will have the gall bladder and cardiovascular difficulties. His weight is a handicapping factor in many respects. Because of it, his longevity is considerably reduced. The adverse effect of overweight in each sex makes itself felt at every period of life. Mortality from cardiovascular-renal diseases among endomorphic people is about 50 percent above Standard experience.[3] The same is true for coronary artery disease, chronic diseases of the heart and angina-pectoris; for cerebral hemorrhage and in chronic nephritis it is about 50 percent above the Standard.

With endomorphs, especially the 5, 6, and 7's, liver cirrhosis is high and diabetes mellitus is a most striking penalty disease. These people have the hypertension, degenerative arthritis and abdominal hernia. They are poor surgical risks. The females have more complications of pregnancy with operative procedure twice as common at delivery and the still birth rate is 1½ to 2 times as great among these massive endomorphs, endomorphic mesomorphs, and mesomorphic endomorphs.

It should be pointed out that heaviness or massiveness in body build frequents both endomorphs and mesomorphs. Very often researchers fail to differentiate between types that are essentially obese, hefty endomorphs and hugh mesomorphs who have in later years added considerable weight. Neither type, of course, can expect to function well over a long period of time, but the behavior of each type is interestingly different. Combinations of the two, point strongly toward cancer. Women who have cancer of the breast or uterus are nearly all

[1] See references at end of this article.

[2] Willgoose, Carl E., "Educational Implications of Constitutional Psychology" *Education,* Vol. 73, No. 4, (December 1952)

[3] Metropolitan Life Insurance Co., "Overweight Shortens Life" *Statistical Bulletin,* Vol. 32, No. 10, (October 1951)

solidly built, hefty women who are quite ectopenic (low in ectomorphy.)

The *mesomorph* is an active, aggressive, physically courageous fellow who enjoys adventure. He is often dominating and unrestrained. The extreme mesomorph possesses considerable strength, agility and endurance. He experiences the greatest number of accidents. When the secondary component is relatively high in endomorphy (4's, 5's) he frequents the duodenal-ulcer category.[4] He also seems to have more appendicitis. Poliomyletis tends to be more common among mesomorphic endomorphs and endomorphic mesomorphs. In fact polio is quite rare among the extreme ectomorphs.

The *ectomorph,* in many respects, is at the other end of the pole from endomorphy when health behavior is discussed. Medically, the extremely ectomorphic boys and girls seem to have more troubles of the upper respiratory tract and skin. They are so sensitive to all stimulii that they are easily nauseated, have dry scalps, violent head colds, and sore throats. They are easily bothered by insect bites, have poor sleep habits and chronic fatigue. They are seen with numerous postural defects, and have acute streptococcal infections because their mucous membranes swell easily. They are simply a different breed of "cats" than the extreme endomorphs in our society. In terms of longevity they are the healthiest. Although infectious diseases bother them, they do not have as much tuberculosis as was formerly believed. (Tuberculosis seems to frequent all types.)

To the health educator all of these facts relative to disease and behavior are meaningful, particularly if they are interpreted as tendencies individuals have toward certain kinds of behavior. The key word here is *tendencies*. Health guidance based upon these many tendencies will permit the teacher or guidance counselor to do a better job in helping the individual in his physical and social adjustment. After all, the subject of "biological delinquency" and the morphogenotype is relatively new.

Mental Health Implications

More and more evidence suggests that for a student's actions and attitudes to be meaningful to the researcher or teacher they probably should be interpreted against the frame of reference of a well described physical constitution. There is no separating the physical and the mental. In reality the "psyche" and "soma" go together; there is no mind-body problem. We find only structure and behavior, which seem to make a *functional continuum.*

When one examines the somatotype it is evident that he is considering the body *first* in an effort to explain behavior. Thus the constitutional psychologist approaches behavior precisely in reverse of the psychoanalyst.

With personality on a continuum, and behavior related to structure—it becomes necessary for the mental health educator to study the relationship between normal-abnormal behavior and the biological components of structure. Sheldon and other constitutional psychologists pointed out several years ago that certain well defined types of mental disease frequent a limited range of somatotypes. In fact Sheldon found it necessary to formulate a new approach to psychiatric classification before he could integrate constitutional morphology (somatotype) and temperament with the vast wealth of specific information being accumulated through psychiatric study and referral.[5]

There is some evidence that psychiatrists have had difficulty in agreeing on the degree and type of psychiatric problems as far as the mid-range somatotypes are concerned. In this respect many psychiatric cases that are 343's, 443's, 344's, etc., have been simply labelled catatonic (mixed psychosis). Yet when the somatotype is a well identified endomorph-mesomorph of ectomorph-mesomorph type, he may be readily labelled as to psychosis. Sheldon finds, for example, that there are essentially three poles for grouping psychotic or seriously deranged behavior.[6]

Mental health personnel will be interested to note that the manic-depressive, who is emotionally up or down with mania or melancholy, possesses an entirely different body build than either the paranoid or hebrephrenic schizophrene. The manic-depressive frequents the endomorph-mesomorph combinations who are very low in ectomorphy (*ectopenes*). A morphological 551, 451, or 541 who goes "off-balance" has an excellent chance of being labelled manic-depressive.

The combination of strong mesomorphy and ectomorphy with extremely low endomorphy (*endopene*) generally results in paranoid schizophrenia. Here the 155, 145, or 154 is aggressive with somatotonic drive and delusions of persecution. He possesses the constitution to put forth considerable (wasted) energy in fighting against something. The hebrephrenic schizophrene, on the other hand, is weak in constitution—very weak, having little of the mesomorphy component (*mesopene*). The 515, 425, or 415 type gives up easily, has a youthful mind, loses interest and regresses to an infantile level.

Where the manic-depressive seems to lack the inhibitions of the paranoid, the hebrephrenic lacks

[4] Sheldon, William H., *Varieties of Delinquent Youth,* New York: Harper & Bros., 1945, p. 788.

[5] Sheldon, William H., *Varieties of Delinquency,* New York: Harper & Bros., 1949.

[6] Ibid., p. 59

the drive and aggressiveness of either of the other two.

In order for this psychiatric study to be valuable in the area of mental hygiene, the user must realize that certain constitutional types of people may lean toward certain kinds of deranged behavior. *The reason that many never become a "statistic" is because environmental influences are strong enough to overcome any tendencies toward psychotic behavior.* Thus the school child or young adult who shows signs of maladjustment needs watching. One would not be surprised to see the maladjustment take the form of mild paranoia in a mesomorphic-ectomorph. Special guidance to focus attention on successful experiences may help the individual develop a positive outlook and become a useful citizen. The energies of the paranoid or manic-depressive type can be directed into other channels so that this individual with considerable drive sees his place in society. By the same token, the mesopene needs help to keep from withdrawing or jettisoning himself away from reality. He is harmless in a sense; good natured, but helpless.

With McCloy one might say that mental health is the *cultivated stability* which provides the base for the resistance to the strains of life's conflicting urges and situations.[7] It should be added that in addition to the "cultivated stability," there is a basic morphological constitution through which this stability is cultivated. In short the environmental influences, powerful as they may be, are somewhat limited by the weaknesses, strengths, tendencies, etc., of the basic organism. In this respect constitutional psychology has much to offer the social worker and health guidance personnel who are concerned with adjustment problems and mental-emotional well-being.

Learning to tell the somatotypes apart may soon be a necessary experience for all who concern themselves with the whys and wherefores of human behavior.

[7] McCloy, Charles, *Philosophical Basis for Physical Education,* New York: F. S. Crofts, 1940.

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MORE CHUCKLES

CHOICE

"Top 10" songs selected by doctors are
1—"You Take the Thyroid and I'll Take the Low Road."
2—"Deep in the Heart of a Patient."
3—"Yes, Sir, Asthma Baby."
4—"Cancers Aweigh."
5—"Glory, Glory, Halitosis (A dentist's selection)."
6—"On a Bifocal Built for Two (from an optometrist)."
7—"I Love My Wife—But Oh, You Kidney!"
8—"Somebody Else is Taking My Case."
9—"Flow Gently, Sweet Corpuscles."
10—"It Ain't Gonna Pain No More." —The Student

When Professor Robert M. Goldenson, Hunter College, asked youngsters what constitutes a happy family life, one 8-year-old said: "Love and a TV set."

If at first you don't succeed, try and try again. Then quit. There's no use being mule-headed about it. —Wingfoot Clan.

Beyond the Alps lies Italy and beyond the billboards lies America.—San Diego Aztec.

Home is the place where we are treated best and grumble most.—Huntingtonian.

"My husband is the musical type—fit as a fiddle and tight as a drum."—Basic Blast.

Whenever you're tempted to tell your troubles to other people, remember that half your listeners aren't interested and the rest are glad you're finally getting what's coming to you.—Rex Topics

School Housekeeping

W. K. Streit

SCHOOL HOUSEKEEPING is a concern of and never ending obligation of the pupils, the teachers, the custodial employees, the school administrators, the parents, the health department, and the community. All have a part to play and only through team work can good results be achieved. It is, therefore, important that all who come into contact with the school plant realize the importance of good school housekeeping in and of itself and for its favorable effect upon the community.

Among the purposes of school housekeeping, may be listed the following:

To explain the relationships of school and community personnel to each other and to the general problem of school housekeeping.

To outline the duties and responsibilities of the various employees concerned with school housekeeping.

To bring together information about supplies, equipment, modification of buildings and maintenance service.

To describe methods used in evaluating the services of employees and materials used.

To discuss in-service training, substitute service, absenteeism and to incorporate the various forms used in school housekeeping.

School housekeeping will be done more efficiently if there is a written set of rules and regulations to govern and direct employees in the performance of their duties. Written instructions stating the "what, when and how" will aid them in organizing their work and in performing their duties more efficiently and economically.

General Relationships

We all do our best work when we are happy in our surroundings and when we enjoy pleasant relations with other people. Principal, teachers, pupils, and custodians are thrown into daily contact requiring tolerance and respect for the rights of others. If any rule is needed to guide the activities of this heterogenerous group, it is the golden rule. There are times when thoughtless children—and grown-ups too—are unreasonable in their actions and demands. The person who keeps cool and respectful under these circumstances usually wins and gains added confidence and respect.

Many of these qualities may be taught by example. Children copy adults and it is important that their actions, habits and attitudes are of the right type. Relationships around the school should be friendly, courteous, obliging and pleasant. When principal, teachers, children and custodians work together to produce a clean, well kept, properly heated and ventilated building which favorably affects teachers in their teaching and pupils in their learning, the result is immediately recognized by the casual visitor.

When all plan and work together for the benefit of children, everybody wins. There's nothing like group work to give stimulus to one's own work. Just as winning teams are made possible through group effort, so good schools in the main reflect the team play of all those who are immediately connected with the schools.

Order and cleanliness are essential in the school buildings in which many people live and work for many hours each day. The problem of keeping these buildings clean and orderly is not very different from the manner in which we keep our own homes attractive. Methods and materials may vary but the fundamental principles remain the same. Good housekeeping is the responsibility of all who live in the house. The desire for orderliness, neatness and cleanliness on the part of all who use the building plus the competence and skill of the custodial staff should combine to produce attractive, healthful, and livable schools. The first thought of school officials should be to secure adequate building facilities in which to carry on modern school programs. The next consideration surely ought to be their proper operation and care.

The Principal

Since the principal is the head of the school and is responsible for the operation and success of the institution, all members of the professional and custodial staffs should look to him for leadership and guidance with regard to school housekeeping. He realizes that a clean, well-kept school is one of his most important considerations. He knows that good will can be built through good work and a friendly attitude. He appreciates co-workers who are dependable, courteous and cheerful and who can be counted upon to do their work without constant supervision. He encourages pupils and teachers to be good housekeepers and makes suggestions and assignments from time to time which will result in a more attractive building and grounds. He strives to develop good habits and attitudes relating to cleanliness and orderliness and cooperates with official groups and individuals in creating and maintaining the best possible environment.

The Teacher

The teacher is responsible for the proper care of her classroom and for special activities assigned by the principal. These may include supervision of the playground, play rooms or other special rooms before school, at noon, or after school. Neatness

and orderliness are qualities which can be caught as well as taught. The teacher's attitude and influence are very important.

Some of the things which should receive careful attention of both teachers and pupils are:

1. Keep the school grounds free from paper and rubbish. Clean-up squads appointed on a rotation basis will make all pupils conscious of debris. "Don't be a litter-bug!"
2. Children must learn not to mark, cut, break or destroy property. The one responsible for marking walls should be responsible for removing the marks. The same should apply to the replacement of damaged or broken property.
3. Children should be taught to clean excess dirt from their shoes before entering the building.
4. The pupil should learn to keep his desk or table and the space around it reasonably clean and in order.
5. Teachers and pupils must respect the custodian's right to enter the classroom at the time of day specified for cleaning. They should also work together to make the custodian's job easier and not more difficult by thoughtless acts.

The Child

Ideals are largely formed by the experiences and contacts of the child. For this reason it is essential that the care of the school building be not inferior to that found in the best of homes. More teaching of cleanliness, in itself, is ineffective. The child must have experiences through which ideals that are taught may be interpreted and understood.

Orderliness of physical surroundings probably has an important relationship to orderly mental processes. Proper temperatures and good air are important conditions for the best mental activity.

There are a number of things which children can do in helping to keep house. They should take care of their own possessions, clean up after their work, and respect the property of others. Health and safety councils may give direction to much of this work. Children enjoy taking turns at inspecting conditions, improving the appearance of things, and making reports. Pride is stimulated and destruction of property reduced.

The Custodian

The custodian who has the responsibility for the proper care and upkeep of valuable school property, occupies a position of considerable importance in the school organization. If he performs his task well, he, the teacher, pupils, and general public will be pleased with, and proud of the condition of the property. Not only will the proper care of the plant save money by preventing wasteful wear and tear but it will help protect the occupants against accidents and fire.

General cleanliness also affects health conditions and lessens the spread of illness. Besides being a health measure, cleanliness is a sign of decency and respectability. People are influenced by the conditions surrounding them. The custodian has the responsibility of helping in the teaching of neatness, orderliness, cleanliness, cheerfulness, helpfulness and courtesy. Visitors as well as pupils will be impressed and feel more kindly toward the school if this type of positive public relations attitude is carried on.

Educators have gone so far as to state that the custodian, excepting the principal, is the most important person in the school. The qualifications which a public school custodian should possess tend to classify him as somewhat of a paragon. He should be an economist, a sanitarian, a sociologist, a moralist, an exemplar, a diplomat, and an expert housekeeper. These qualifications are both sensible and reasonable. They point up the fact that not any man, regardless of age or physical condition, is qualified to serve in the capacity of custodian.

The Business Department

The Business Manager, Commissioner of School Housing, and District Supervisors carry full responsibility for the efficient discharge of duties by custodians, janitors and janitresses. They should work in close cooperation with school principals at all times in the interest of better housekeeping.

The Health Department

Public health sanitarians should inspect each school building at least once each year. A written report of each official inspection should be sent to the Health Director and Business Manager of the schools.

Records of past inspections should be checked so that improvements and corrections can be noted during inspections. The sanitarian should be accompanied by a school administrator during an official inspection.

Concluding Statement

If the suggestions in the preceding paragraphs are carried out everyone concerned will be happier and healthier and the educational process will surely proceed more efficiently.

Is it possible that your school needs special attention in any of these areas?

Contributors to the Research Quarterly, 1930-1954

Gil Hertz

BASED UPON A DISSERTATION by H. D. Loucks[1] on the analytical frequency survey of the content of the *Research Quarterly*, this study brings up to date the 20 leading contributors to the *Quarterly* for the past 25 year period.

This investigation was made to assay the leading contributors on a District, State, Institution and Author basis and to note the changing emphasis, if any, during the past five-year period. It should be pointed out that all researchers do not contribute solely to the *Research Quarterly* nor is representation in this publication a true picture of the intensity with which research articles are being produced. However, it does represent a cross-section of the research being carried on by physical educators actively interested in research and that of other individuals in allied fields.

The data for analysis were limited to the issues of the *Research Quarterly* from its inception through the 25 year period, March 1930 to December 1954, inclusive.

The same procedure was used for determining "Author Point Score" as prescribed by Loucks. Namely, one point was given for sole authorship and proportional points given for co-authorship.

[1] Loucks, Hugh Donald, *An Analytical Frequency Study of the Research Quarterly*, 1930-1949, Doctoral thesis, School of Physical Education, Indiana University, Bloomington, 1951, 299 pp., typed.

District

The colleges and universities of the Eastern District contributed the most articles to the *Research Quarterly* for the twenty-five year period, 1930-1954. However, the Midwest District was the leading contributor for the past five-year period, 1950-1954. The Southern District rose from 5th to 3rd; a trend which might be indicative of future contributions. The other districts following the Eastern in order are: Midwest, Central, Southwest, Southern and Northwest.

States

Massachusetts, with 167.5 articles, led all states in contributing articles; California followed with 148.6. Florida, with only 4 articles contributed for the twenty-year period, 1930-1949, has made the greatest increase in the past five-year period by rising from a previous ranking of 28.5 to one of 18. Indiana with 55.5 and Oregon with 21.8 articles contributed have risen from 8th to 6th and 19th to 13th, respectively, within the past five-year period.

All but six states have contributed articles, at one time or another, to the *Research Quarterly* during the period covered by this study.

Institutions

The leading contributor among the colleges and universities was the University of Iowa with a total point score of 89.3. Indiana University has made

TABLE 1. LEADING CONTRIBUTORS TO THE RESEARCH QUARTERLY ACCORDING TO NUMBER OF ARTICLES AND AUTHOR POINT SCORE FOR THE 25 YEAR PERIOD (1930-1954)

Rank	State	No. of Articles	Rank	Institution	Point Score	Rank	Author	Point Score
1	Massachusetts	167.5	1	U. of Iowa	89.3	1	Cureton, T. K.	26.0
2	California	148.6	2	Springfield College	74.7	2	McCloy, C. H.	20.0
3	New York	126.8	3	U. of Illinois	51.1	3	Karpovich, Peter V.	15.8
4	Iowa	116.1	4	U. of California (B)	50.0	4	Henry, Franklin N.	15.0
5	Illinois	111.7	5	Wellesley College	30.0	5	Affleck, G. E.	14.0
6	Indiana	55.5	6	Indiana U.	29.2	6	Cozens, F. W.*	13.8
7	Michigan	52.6	7	U. of Calif. LA	27.8	7	Tuttle, W. W.	13.0
8	Texas	49.5	8	U. of Michigan	25.0	8.5	Clarke, H. Harrison	11.5
9	Ohio	47.8	9	U. of Wisconsin	24.0	8.5	Slater-Hammel, A. T.	11.5
10	Minnesota	41.7	10	U. of Minnesota	21.8	10	Larson, Leonard L.	10.3
11	Pennsylvania	37.5	11	Boston University	20.8	11	Carpenter, Aileen*	10.0
12	Wisconsin	33.0	12	U. of S. California	19.5	12.5	Jackson, C. O.	9.0
13	Oregon	21.8	13	U. of Texas	19.0	12.5	LaPorte, Wm. R.*	9.0
14	Kansas	21.7	14	T. C. of Columbia	18.5	14	Hewett, Jack	8.5
15.5	Colorado	21.5	15	U. of Denver	17.0	15	Bookwalter, K.	8.3
15.5	Connecticut	21.5	16	City College N.Y.	16.0	16	Scott, G.	7.8
17	Missouri	18.1	17	New York U.	13.5	17	Espenschade, Anna	7.2
18	Florida	16.3	18	Ohio State U.	13.3	18	Brace, David K.	7.0
19	New Jersey	15.8	19	Oberlin College	13.0	19	Hodgson, Pauline	6.8
20	Nebraska	12.8	20	U. of Oregon	10.8	20	Krackower, Hyman	6.0
	Total	1137.8	86.6%		584.3	44.5%	230.5	17.5%

* Deceased

the greatest improvement within the past five-year period by moving up from a rating of 13th to 6th. Boston University has also moved up noticeably within the past five years.

Authors

T. K. Cureton, with an author point score of 26.0 led all contributors to the *Research Quarterly* during the period 1930-1954. Notable achievement has been made by F. M. Henry and A. T. Slater-Hammel who, within the past five-year period, have risen from virtual obscurity among the leading authors to a position of 4th and a tie for 8th, respectively, among the all-time contributors on the basis of author point score. Aileen Carpenter led all women contributors with an author point score of 10.0. Anna Espenschade, Gladys Scott and Pauline Hodgson were other leading women contributors.

General

During this 25 year period 1314 articles were produced by 948 different authors. This indicates an average collaboration of 1.39 authors per article. In the past five-year period 226 articles were included by 169 different authors; a fact that indicates the diversity of contributors to the *Quarterly*.

The 20 leading states produced a total of 1137.8 or approximately 87 per cent of the articles. The 20 colleges listed produced 584.3 or 45 per cent of the articles. While the 20 leading authors contributed 230.5 or only about 18 per cent of all the articles appearing in the *Quarterly*.

When the articles were further classified as to field, area and topic by far the greatest number of articles were found to be written in the physical education field.

Most of the articles were in the educational area. Interestingly, according to Loucks' study, the philosophical area reached its peak production during the first 10 year period, 1930-1940, and has declined steadily ever since.

Under the topical category, most of the articles were produced on the subject of tests and measurements.

How To Do The Mambo?

I. F. Waglow

THE MAMBO continues to climb in popularity, as evidenced by the number of times it is played on the radio and the number of new titles of mambo songs. With the continual playing of mambo music, the desire to do that dance by the public has increased. This new mambo music has brought a comparatively new dance before the dancing public, and teachers are being asked by their students to teach them this dance.

What kind of a step pattern is considered a basic mambo? The answer to this question is that there are many basic step patterns and apparently there is no agreement among the experts as to what constitutes a basic step pattern, so that it can be standardized in the same manner as other social dance steps. It is therefore necessary for the dance teacher to make a choice as to which basic step pattern will be used in teaching this dance.

Two of the following basic step patterns are advocated by leading dance studios, one whose authorship cannot be accounted for, and one that is used in teaching by a well-known teacher of Latin American dances. A fifth basic step pattern has been added which is a comparatively easy basic mambo step. With a little practice, any one of the basic steps may be learned with ease.

Basic Mambo Step Number One

Step Pattern	*Dance Movement*	*Time*
1	Step forward on left foot	Slow
2	Step forward on right foot, accenting beat	Quick
3	Step forward on left foot	Quick
4	Step on right foot	Slow
5	Step backward on left foot, accenting beat	Quick
6	Step backward on right foot	Quick

Basic Mambo Step Number Two

Step Pattern	*Dance Movement*	*Time*
1	Step in place on left foot	Quick
2	Step to the right on right foot	Quick
3	Step in place on left foot	Slow
4	Step back in place on right foot	Quick
5	Step to the left on left foot	Quick
6	Step in place on right foot.	Slow

Basic Mambo Step Number Three

Step Pattern	*Dance Movement*	*Time*	*Count*
1	Step backward on right foot	Quick	2
2A	Tap with left foot	Quick	3
2B	Step in place on left foot		
3	Step forward on right foot	Slow	4, 5
4	Step forward on left foot	Quick	6
5A	Tap with right foot	Quick	7
5B	Step in place on right foot	Quick	7
6	Step backward on left foot	Slow	8, 1

Basic Mambo Step Number Four

Step Pattern	*Dance Movement*	*Time*
1	Step to right on right foot	Quick
2	Step back in place on right foot	Quick

3	Step in place on left foot	Slow
4	Step to left on left foot	Quick
5	Step back in place on left foot	Quick
6	Step in place on right foot	Slow

Basic Mambo Step Number Five

Step Pattern	*Dance Movement*	*Time*
1	Step to left on left foot	Quick
2	Step in place on right foot	Quick
3	Step back in place on left foot	Slow
4	Step to right on right foot	Quick
5	Step in place on left foot	Quick
6	Step back in place on right foot	Slow

Although there seems to be a variation in what is called the basic step, the following are underlying principles about the mambo:

1. Mambo music is an offbeat rumba in 4/4 time with a syncopation resulting in a staccato rhythm. It has frequent rhythmic dislocations, gruntlike vocal noises, and cow bells added to the rhythm section.

2. The tempo of the mambo may be slow, medium or fast.

3. It is danced on the downbeat or the syncopated beat. When mambo is danced on beat it is not as rewarding, because its enjoyment is definitely the different rhythm pattern.

4. The basic step is danced to a two-measure phase of mambo music.

5. The mambo is to the rumba what the jitterbug is to the fox trot.

6. The mambo allows for free expression and is characterized by improvised solo steps that may be original or borrowed from other dance techniques.

7. In doing the mambo, there is no limitation as to the movements of the body, particularly the arms, legs, hips and head.

8. It can be a wild and grotesque dance or a simple and effortless dance.

References

1. Murray, Arthur. "Want to Mambo?" *Sunday Mirror* (New York), December 5, 1954, p. 2.
2. RCA Victor, LPM 21 *Perez Prado Plays Mucho Mambo* (Dance Instruction—Fred Astaire Dance Studios).
3. "Uncle Sambo, Mad for Mambo," *Life*, Vol. 37, No. 25, December 20, 1954, pp. 14-19.

It Could Happen

Matthew Resick

SOME TEN YEARS after the passing of football, there were some noticeable changes in the extra-curricular life of the students at Upper State. Their interests were now turning to dancing, more than had even been anticipated. Dance bands, formed by members of the student body (most often music majors), performed nightly at dens and dives along College Street from Alpha to Beta. The student body spent most of their evenings dancing and listening to the music that evolved from be-bop.

The administration at Upper State became alarmed at these extra-curricular functions which took the students to environments not conducive to education. Their students were slipping out from the supervision and sponsorship of the administration. At one such meeting it was proposed that perhaps it would be better to bring these activities back to the campus where they could be more easily controlled. The Music Department was naturally selected, as it was most closely associated with the students involved, in furnishing the music for these unwanted dances. There were several members of the faculty who saw the danger of such a maneuver. The only way that they would agree to such a proposal was to have a "Faculty Council" set up to oversee the entire program. Such a Council could not be composed of members from the Department of Music or any other associated departments since they were too well versed in music and dancing. No, it would be composed of members from the Departments of Industrial Arts, College of Engineering, and Colleges of Medicine and Dentistry. Such a Council was duly established.

With this renewal of interest in dance and music on the campus, it was decided by the Faculty Council to employ a name danceband leader to coach the new band members. This was too much of a job for one man and so subsequently they had to add to the staff a Freshman band coach, a violin coach, a brass coach, a percussion coach, and others until they had a large, well-trained staff. As a result of these developments, the Upper State Varsity Band became the best one in the land. The gymnasium could no longer hold the crowds and soon tickets became a problem. A division of ticket sales was established with a director in charge.

The Old Upper State Stadium was now idle. It wasn't too long before someone had the idea of replacing the turf with a dance floor and putting a roof overhead. The dressing rooms were utilized for the bands and the equipment rooms now held horns and music where they had once held cleats and moleskins.

With the enlarged space, the doors were open to the public and before long the alumni (both true and adopted) were heading in a steady stream once

more to the parking lots around the stadium. The students, of course were given special rates if they showed their activity cards. These cards could often be borrowed from friends for a nominal fee. The alumni and friends were making the turnstiles click as in the days of old.

During this development at Upper State, the same thing was happening at Michigan, Yale, Harvard, and for that matter, in all the colleges and universities in the country. This presented a problem. Good high school musicians were not easily encouraged to go to one school. There were offers, and counter offers, and the boy went to the highest bidder. Because of this development, the bandleader and his assistants spent many hours on the road speaking to groups in order to attract the best of the high school musicians. The alumni often came through with aid to certain outstanding boys.

The band members would naturally graduate and find jobs with the professional organizations. Sometimes, some professional band in order to obtain a highly regarded man would sign a band member with one or two years of eligibility still remaining. This led to joint meetings of the Professional Band Leaders and the N.A.C.B.L. (National Association of College Band Leaders). There, by mutual agreement (verbal), it was decided that the professional bands would not sign a college band man until his class had graduated.

During this period, there was developing an interest in such minor musical endeavors as singing, musical novelty acts, and "combos". These groups wanted to be recognized on campus too, in order to get into the limelight and to obtain a spot on television. After performing on their own for sometime, they were finally recognized, but with the stipulation that they would receive a smaller award for performance. The varsity band received a large gold letter in the form of a boutonniere. It was decided that the minor musical endeavors would receive a very small gold letter.

As could be forseen, they were soon having "battle of the bands" on a home-and-home basis. The football conference rules were revised and used as basis of eligibility. The conferences developed a system of judging the best band and then honored a conference champion.

Each school soon made use of applause leaders (much like the old cheer leaders). These selected individuals learned to arouse the crowds to such an extent that the musicians couldn't hear their leaders. They could ring the very last applause from a tired-out spectator.

After two successive losses to the Lower State Band, the newspapers' music critics were suggesting that perhaps a change in the band leadership could make better use of the material at hand. The grumbling was carried on, too, by the Monday Morning non-musical music critics.

Within a few years, an executive in Radio City decided to have a Brass Bowl and to invite the best two dance bands in the country. The bands were given traveling expenses and entertainment. The whole affair became a national spectacle. Many other minor bowls came into being almost immediately.

Schools were offering more and more to induce boys, who had musical ability, to come to their respective schools. Some schools went so far as to give room, board, tuition, books, and spending money.

The Bowls again became a problem since the band members wanted more spending money on trips and to take their girl friends along on the trips. Things were getting rapidly out of control and as one college president remarked "music has gone to athletics" which was that day's expression for "gone to the dogs".

WHEN THE PRESSURE'S ON

How do you act
When the pressure's on,
When the chance
For victory's almost gone,
When fortune's star
Has refused to shine,
When the ball
Is on your five-yard line?
How do you act
When the going's rough,
Does your spirit lag
When breaks are tough?
Or, is there in you
A flame that glows
Brighter as fiercer
The battle grows?
How hard, how long
Will you fight the foe?
That's what the world
Would like to know!
Cowards can fight
When they're out ahead;
The uphill grind
Shows a thoroughbred!
You wish for success?—
Then tell me, Son,
How do you act
When the pressure's on?

J. Fred Lawton,
Michigan H.S.A.A. Bulletin.

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehsten, University High School, Ann Arbor.

Drill and Practice Procedures[1]

Repetition. Drill is defined as

> ". . . a serious work activity which has for its purpose the perfection of a skill or the strengthening of associations to make them more permanent."

Adequate opportunities for correct practice involving repetition are essential to the learning of a motor skill. It is not always sufficient however, and much time and effort may be conserved through an understanding of basic principles of learning as related to practice of a skill. Many drill activities, because of their repetitious nature, become monotonous, and decrease the educational value of the procedure if employed beyond the span of interest by the participants.

Trial and error. The practice of skills by trial and error is rather widely employed in the learning of physical education activities. It emphasizes the analysis by both pupil and teacher of the flaws in performance, and directs effort toward removal of irrelevant reactions and extraneous movements. The limitations of this procedure lie in the ability of the instructor and the student to analyze the errors and proceed to eliminate them.

Review of previous work. The suggestion that a review of previous experience is a desirable practice in motor learning is based upon the transfer that is possible between related motor skills. In the learning of certain knowledges including rules or strategy of a game it is well to use some previously known facts as a point of departure. Proper progression in skills and continuity of thought through such review activity can increase the effectiveness of a drill or practice period.

Trial at will. The practice of skills, individual exercises, or group activities in unison and on command has decreased tremendously in the past twenty years. The recognition of individual differences, and emphasis on informality has given rise to the use of "trial at will" as a type of practice procedure. Applicable in rhythms, apparatus, sports, skills, calisthenics, and self-testing activities, the method is adaptable to individual readiness and assesses the responsibility for the stimulus to come from the student rather than be derived from the instructor. This procedure permits the instructor to concentrate on the group as individuals from a guidance point of view in which he is free to observe their efforts and advise them in terms of their achievement.

Extensive practice. The concept of extensive treatment as applied to physical education activities suggests that it is desirable to have relatively short practice periods scheduled regularly over a period of time. The advantage of such a practice pattern is centered in the higher interest level and subsequent effort put forth by the pupil. Cozens[2] reports specific findings in track and field which suggest the superiority of the procedure; recent research in specific activities indicates that the practice may be desirable only in certain skill activities.

Intensive practice. The block or unit type of program planning suggests the desirability of intensive attention to a specific activity including drill.

[1] LEHSTEN, Nelson G.: "An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School," doctoral dissertation, Indiana University, 1953, p. 225-229.

[2] COZENS, F. W.: "A comparative Study of Two Methods of Teaching Class Work in Track & Field," *Research Quarterly*, Vol. No. 1, March 1930.

This implies frequent sessions, concentrated in nature, and scheduled over a short span of time. Drill of this type can achieve certain specific goals in the learning situation but these tend to be a temporary nature and are lost soon after the intensive drill periods have ceased. In the area of physical conditioning it is suggested that occasional intensive practice is desirable to extend the level of performance, increase the resistance to fatigue, and create the opportunity for physiological adjustment to extreme physical efforts. Periods close together may be employed advantageously when a skill is first being learned.

Correction. In the course of drill and practice of physical activities, there is always the desire to modify, adjust, or correct performance to meet certain levels of achievement or satisfying experience and as such, correction is an instructional procedure associated with the practice phrase of learning. To utilize this approach, the teacher must know the proper and most efficient pattern of performance and be able to analyze it in action. Both the pupil and instructor should employ a critical attitude toward the practice of an activity.

Repeat fundamental skills. Sharman[3] considers the purpose of drill to provide the learning opportunities for the permanent retention of fundamental skills so that they become automatic and mechanical in performance. This procedure, though similar to that described previously under *"Repetitions"* and *"Review of previous work,"* implies a stress on fundamental skills in drill to the point of overlearning.

Experimental approach. The recognition of individual differences in the performance of complex physical activities has raised the question concerning the desirability of striving for *"the* correct form." In the attempt to acquire functional performance of motor skills, it is suggested that the pupil should be encouraged by the teacher to experiment with various techniques of performing the activity in an effort to find the most effective pattern of performance for the individual.

Creation of a felt need. The awareness of a need for drill is vital to its success. The method of motivating practice by creating an awareness of what is desired in the way of performance by the pupil can be accomplished by relating the performance of the activity to outcomes which are meaningful to the pupil. It is also suggested that a felt need may be created by establishing a problem situation which cannot be surmounted without some degree of mastery of the skill.

Short periods of practice. Periods of drill which fall within the interest span of the pupils embody a definite manner of instructional management which is commended. Specifically, it is suggested that in high school the range of practice periods on any one skill should fall within ten to thirty minutes with twenty minutes considered as the optimum.

Practice the new with the old. In previous consideration of the drill procedures such as repetition, review of previous work and fundamentals there developed a combination of new and old elements which bear relationship, and through transfer of training, facilitate learning in the practice situation.

The point of diminishing returns. In the consideration of such approaches as extensive versus intensive treatment of skills, interest span of pupils and the length of practice periods, it must be kept in mind that there is a point in the drill situation beyond which continued activity by the participant decreases the efficiency of the learning situation in terms of the time and effort expended. The point at which the performance level begins to drop can be attributed to factors other than the length of the practice session. These would include the age of the pupil, his physical condition, the nature of the skill or activity, pupil interest and motivation, the time of day or week, the emotional make-up of the student and/or the teacher, and the physical environment.

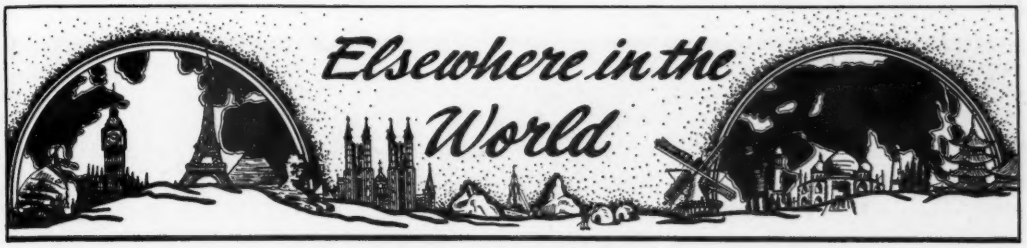
[3] SHARMAN, J. R.: *The Teaching of Physical Education.* New York, A. S. Barnes Co., 1936, p. 144.

Did You Know?

That the latest issue of the Safety Education Digest recently came off press from New York University? It contains seventeen excellent articles by authorities and will help you solve many of your school and program problems. Dr. J. Duke Elkow is the editor.

That new publications from the National Section for Girls and Women's Sports are now available? They include: Official Softball-Track and Field Guide, Selected Volleyball Articles, and the Doctor Answers Some Practical Questions on Menstruation. They may be secured from the American Association for Health, Physical Education and Recreation, Washington, D. C.

That some excellent health material became available recently? These include: Florence Nightingale and the Founding of Professional Nursing, a strip film in color; Health Goals for Youth, a booklet for administrators; and Mabel Caroline Bragg, Pioneer in Health Education, one of the Health Bulletins for Teachers. Requests for information should go directly to the Metropolitan Life Insurance Company, New York City.



Edited by C. O. Jackson

Problem Areas in Canadian Physical, Health and Recreation Education

Earle F. Zeigler

THE LATE NICHOLAS MURRAY BUTLER, former President of Columbia University, stated that there are three kinds of people in the world: the few who make things happen; the many who watch things happening; and the great majority who never even know that anything is going on. As educators we have a responsibility to be the kind of people who make things happen!

Think for a moment of our total curriculum and the many divisions of which it is ideally composed.[1] We have something like this: (1) aims and objectives; (2) medical examination; (3) physical education classification tests; (4) the required program; (5) intramural athletics; (6) interscholastic and intercollegiate athletics; (7) voluntary recreation; (8) evaluation; (9) health instruction; (10) public relations; (11) facilities and equipment; (12) professional preparation (specifically an university problem, but indirectly the responsibility of all physical educators); (13) the individual or adaptive program; (14) general administration; and (15) the relationship to the teaching profession and the recreation profession.

Now what are some of the problem areas under these divisions?

Aims and Objectives

The first division is the very crux of the entire problem. It is at this point where our philosophy of life must coincide with our philosophy of education, which in turn has to dovetail with our philosophy of physical, health, and recreation education. This may sound too complicated, but confused thinking at this point is "the root of all the evil," so to speak. We must make sure that our thinking is logical and consistent right down the line. We should all be operating on the basis of principles for which we stand. Expediency will cause us to sidetrack certain principles from time to time, but we should never lose sight of them. We have to work from specific objectives, if we ever hope to reach (or approximate) our general aims.

The Medical Examination

Unless every young person has a thorough health and medical check-up at the beginning of each school year, we are saying in effect that the body has come to us in a vertical position and that implies sound health. How naive can we be? Statistics show that there is room for improvement here, but this is one spot where we can't proceed "by guess and by gosh." The doctor must do more than just give the child "a lick and a promise," and the child and the parent must know the results of this examination in detail.

Physical Education Classification Tests

At this stage the informed physician tells us that the child is satisfactory, partially satisfactory, in need of adaptive work, or unfit for anything but fairly passive recreation. Now we can test and classify the normal child according to our program objectives. We must test and measure so that we can prove to administrators, inspectors, and the public that many of our students are physically and recreationally "illiterate."

We have a duty to discover the facts about preteen age competition in sports. The parents have a right to know. If we have beliefs about what age contact sports should begin, we have a responsibility to speak out. Furthermore, it is no answer to say that we haven't time for this phase of the program.

The Required Program

On the basis of the medical examination and the physical education classification tests, we are now ready to state that the need is so great that our program must be required at all educational levels.

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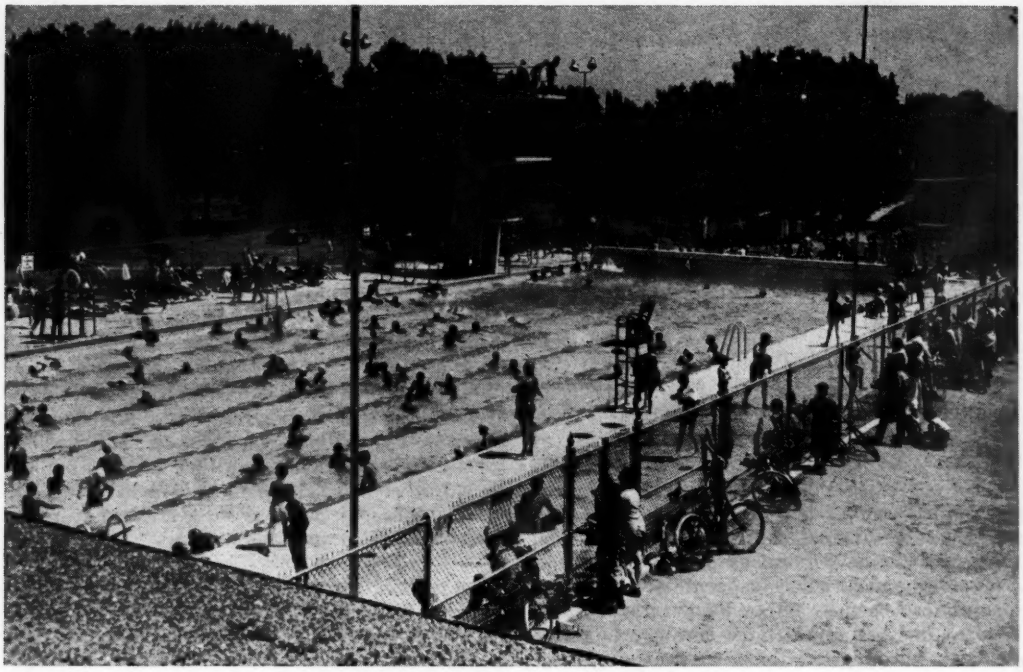
[1] An address given to the Physical Education Men's Section, Ontario Educational Association, Toronto, April, 1955.

Dr. Zeigler is professor and head of the Department of Physical, Health and Recreation Education, University of Western Ontario.



Alex Duff Memorial Pool, Toronto

Courtesy of Community Programmes Branch, Department of Education

We have a case to demand the improvement of public school physical education, for example, perhaps even over the protests of the principals. The mothers and fathers will set them straight, if they know the facts. But we are the people who will have to make the case; our opinions simply will not do.

Intramural Athletics

We must continue to work for the balanced program. Intramurals have improved in the past twenty years, but we haven't really scratched the surface. To be sure we will need help to do this job properly. Give the average youngster a sound experience in competitive athletics and he will never forget it. Give him the "once-over lightly" and we will all live to regret it. Here is the "public of tomorrow" that will decide whether physical education is a frill and whether it is worthy of financial backing.

Interscholastic and Intercollegiate Athletics

Here is the "glamor child" of our family. There are great satisfactions for the eager coach, but there are also innumerable problems and headaches. Despite the appeal of sports we are still laboring under many handicaps.

Many teachers are "coached out" and strangers to their families. Why do we have to coach a sport in each and every season? We watch carefully that our charges stay free from staleness, but we forget to practice what we preach.

We must improve the body-building and conditioning which takes place prior to participation in competitive sports. Contact sport equipment must be excellent, but often times we get by at the expense of the youngster who does not know the difference!

Athletics deserve the services of a skilled trainer with adequate rehabilitative as well as equipment complete athletic injury insurance. We are working with life's most precious commodities—tomorrow's citizens. Let's demand the best for the youngsters!

At the university level, we must do away with secretive help to athletes. What's more important than the boy's honesty? Let's put the help for worthwhile youngsters on the table, not under it. A student who truly needs help, who isn't in school for a lark, and who has talent at passing a ball, blowing a horn, or in French conversation for that matter, deserves the chance to get a university education at the public expense!

Voluntary Recreation

Here is the area where we can make one of our most lasting contributions. "Recreation assists man

to become an artist in living." Ours is the realm of physical recreation—one of the most popular to children and young people. As educators we have a responsibility to encourage students to develop good attitudes toward the other areas of recreation such as social recreational interests, learning interests, creative and aesthetic interests, and communicative interests.

Oftimes we ridicule the motor moron, who may be getting the highest marks in the class and may also be an accomplished musician. Is this individual any more pathetic than the proficient but tongue-tied athlete, who seems to have two left feet when he is addressing a group, and is known as the strong, silent type with the "women." Both these types are more to be pitied than censured. They have both been exploited by overzealous, protective parents or thoughtless coaches. If "intelligent self-direction" be the aim of education, how truly uncultured these young people are!

This may seem a bit harsh and it is possible that the boy might not be happy exploring other facets of the recreational interest kaleidoscope, but we can often teach by example rather than precept. Does the athlete ever see the coach enjoying some physical recreational pursuit or attending an art exhibition or a concert? You don't have time for your own recreation, because you are so busy providing it for someone else.

Evaluation

This is the spot where we all falter occasionally. What have we to measure? Even if we did measure, whom would it influence? Our grades aren't figured with "academic" averages anyhow. By the way, what is physical education—an art, a social science, or a pure science?

At the moment, we're a "mongrel" and we don't rest "easy" under any category. Our subject matter was once one of the liberal arts, but Christianity and the Dark Ages succeeded in routing us from this lofty perch. Today we have many of the earmarks of a social science, but many of us, as well as our colleagues, seem to regard our present position as a sort of purgatory.

Some fanatical measurement experts are striving valiantly to make us a pure science, but very often it seems they are leading us into the wilderness from which they plan no return. Recently an outstanding tests and measurement expert said he wished he had a background in medicine, engineering, psychology, and physics. In other words, graduate research in our field must continually borrow from other fields of learning, which means that our graduate students are always on treacherous and shaky ground. We must recognize that we can't be all things to all people and still be recognized as experts at anything!

What is the answer? We have deep roots in all three areas. We have an unique subject matter that will ever be divided into three factions. One group will stress that we belong heavily to the arts, because we try to help young people achieve certain attitudes and appreciations that will enable them to lead richer, fuller lives. A second faction will continue to stress that we have a great role to play in the field of social relations—that is, we help students to acquire desirable personality traits. The "scientist faction" believe fervently that we can make more progress by taking to statistics and proving that we are right through a positive coefficient of correlation.

We should not make too many vociferous claims to a place among the arts and the social sciences, but we should try to enter the field of pure science by proving the "physical illiteracy" of youth and then showing the public that our teachers are striving honestly to raise the physical fitness standards of *all* our students.

In order to do this, we need to determine what fitness items can be measured efficiently and economically at the beginning and at the end of the term. Does this mean that we must all become measurement experts? Absolutely not! It does mean that we must lend a sympathetic ear to those who are most eager in this area and work with them to refine any suggested tests.

Universities preparing teachers should develop measurement laboratories so that graduating students will know what tests and measurements are!

Health Instruction

When arguments arise, we are often told to "put up or shut up." That phrase applies ideally to the matter of school health education, which includes health services, health instruction, and healthful school living. Actually we don't have the time to meet the demands of this most important phase of the school curriculum. Why should we continue trying to fool people and make out that we are adequately equipped to handle it.

We are handling this subject matter through tradition and because we are the best of the worst! We must have health education specialists to superintend this phase of the school work. It certainly isn't the place for tired coaches!

Day by day, life continues to get more complicated and demand more specialization. Why shouldn't we face facts and realize that this is an area for a specialist? Certainly we can and should help at every opportunity. To assume the major responsibility for school health education is to cheat the students and to make ourselves "jack-of-all-trades and master-of-none."

Public Relations

Although we are busy with multitudinous duties, we must take time to concern ourselves with public

relations. Very few people are aware of the aims of modern physical education and it is our duty to inform them.

We must take a strong stand against the "aristocratic irresponsibility" of the traditionalistic authoritarians who would relegate us to the frill category. We must continue to take an aggressive stand against the views of the Minister of Education. It is only through pressure in the right places that we will bring about a re-statement of grant allocations.

We should let the public know how much we spend on intramural athletics for the many as opposed to interscholastic and intercollegiate athletics for the few.

We must speak out against the overly-long period of professional preparation for secondary school specialists and against the ridiculously short training necessary to begin teaching at the elementary level. Allowing this discrepancy to continue is not good for anyone; it is especially bad for the public school teacher in the eyes of the public. The writer is not opposed to the work covered at the Ontario College of Education. This type of training is essential, but five years above grade 13 is just too long a period of time to spend for a B.A. degree!

Continuous and reliable public relations will give us an informed public that will not mutter about fads and frills. We need to know what is news and then make certain that it is presented in an interesting manner. Sports writers must be regarded as allies in this venture.

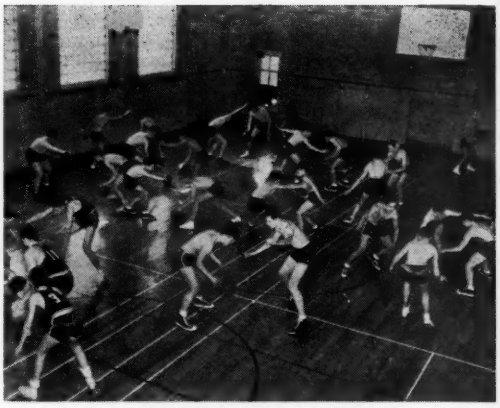
We must be willing to spend a reasonable amount of time in public speaking and be adequately prepared when we speak. A few basic talks about various phases of our work can be made to stretch a long way.

The writer has developed a morbid fear of exhibitions and demonstrations as public relations media in our field, although they should be excellent techniques. Perhaps it's because they are usually artificial and quite formal. We still have the idea that the children must move like robots in order to convince the public that something is being accomplished. With this type of presentation we are never certain what it is we are trying to do.

Despite the various devices that are employed to further public relations, the best means of satisfying parents is to show them that their children are receiving attention and that they are progressing. A satisfied, happy student is the best "broadcasting station" yet encountered.

Facilities and Equipment

Large, well-equipped gymnasia are needed. When we enter many gymnasia in this Province, some of us feel as if we were suffering from claustrophobia. Such facilities cost a great deal of money, but why should Ontario take a back seat to any place in the world? These facilities are going to be with us for a long, long time and there is no reason why we should be building for the past.



Bloor Collegiate Institute
Board of Education, Toronto

The question of gymtoria is another burning issue. They are most certainly better than nothing at all. But why should our program have to suffer from interruptions? Just try to take an "academic" area over for a week or so when dress rehearsals are going on for the school variety show!

Professional Preparation

This is, of course, the primary task of the university teacher, but we must remember that you are the people who are experiencing the actual situations. Sometimes we at the university level tend to "pool our own ignorances" when we are deciding upon course changes. We need help from the public school and secondary school levels to give us a realistic picture of what is actually happening on the job.

We now have five universities preparing physical education teachers in this Province. There isn't enough unanimity among the various programs to guarantee anything like a standard product. In some ways this is good. In other ways it is very bad. We don't even have an agreement as to how many years it should take!

The Individual or Adaptive Program

This presents us with one of our greatest problems. We not only do not know what to do, but we don't even know what to call what we don't do! Even if we did know what to do, we wouldn't have time. How ridiculous can things be?

We should either do something about body mechanics, and adaptive physical education or let the public know that we can't, or haven't been allowed, or haven't the facilities, or aren't interested in this phase of the field.

General Administration

General administration is a sketchy area and might well become a catch-all for problems that don't logically fit under any of the other sub-divisions.

"Administration of any educational program is the leadership of the personnel involved in conducting the program, and in that larger community of persons who are interested in, provide support for, and ultimately approve or disapprove of the program itself." Some would have us believe that administration is an art, while others are trying to make it a science. Can we compromise by tentatively agreeing that it might be a social science, or is becoming a social science?

Depending on how we conceive the task of administration, it can be relatively simple or quite complex. If the administrator tries to be the boss, matters will be expedited quite quickly. There will also be quite a staff turn-over. If staff members are regarded as co-workers, much time will be consumed in discussing this or that phase of the program. The democratic approach to administering a staff can be quite rewarding; the "let'em howl" theory will lead to nothing but headaches. Unfortunately, there can't be a middle path that will result in staff growth.

Administrators should determine cooperatively with staff members what our program objectives are. They must study the individual student's needs, interests, and previous experiences. Program must be based on the availability of facilities, but aims should never be bound by the present situation. Finally, we must determine the worth of different activities in our programs. We must ask ourselves the searching question, "What knowledges and skills are of most worth?"

Relationship to Teaching and to Recreation

This final problem area is a vexing one, because most of us are interested in cooperative ventures. Our big complaint again is that we don't have the time to carry out the responsibilities of this facet of our work.

This may be likened to an athletic contest. Unless we develop an "awareness" of this duty, we are neglecting to finish out the game. It is similar to a poorly conditioned athlete, who fades in the final quarter just when the going gets rough. We seem to forget that we must finish the contest in order to get the rewards and the satisfactions inherent in the activity.

We must pledge ourselves to work for the advancement of our field within the teaching profession by promoting the efforts of the Physical Education Section of the Ontario Educational Association and our national professional association—The Canadian Association for Health, Physical Education, and Recreation.

In like manner, we must establish a working arrangement between the physical educator and the director of recreation in the community to ensure the attainment of our common goals.

Concluding Statement

The task is not easy, but the challenge is great. This is no field to retreat from at the age of forty. Slow up on expenditure of physical and nervous energy, yes, but we need the mature philosophy and teaching of the older men in the field to give us the stature for which we are striving.

Professional men and women physical educators working harmoniously can help to make education a rich and rewarding experience for all youth. Let's pledge ourselves anew and return to our tasks with a sincere desire to make physical education live for every child in our schools! May we rise to the challenge of a great field within the teaching profession!

Announcement

Phi Epsilon Kappa, a national professional fraternity in physical education, has just published the first volume of *Index and Abstracts of Foreign Physical Education Literature*. This 75 page book contains a list of foreign journals and an index and abstracts of articles published in foreign periodicals. Contents include: List of Journals of Record; Sports Medicine; Health Education; Recreation; Rehabilitation, Correctives and Posture; Athletics; History, Principles and Philosophy; Methods and Curriculum; Physiology of Exercise and Physical Fitness; General; and, List of Complete Translations.

Copies of this publication are available to individuals, departments of physical education and libraries at a cost of $1.50. Order will be filled immediately.

Checks should be made payable to Phi Epsilon Kappa Fraternity and sent to 3747 North Linwood Avenue, Indianapolis, Indiana.

Edited by Harry Grabner

Cliff Barnes, the guest caller for this issue, is a graduate of the Normal College of the A.G.U. and received a B.S. and M.S. from Indiana University. He teaches elementary physical education in South Bend, Indiana.

Cliff calls for the dances sponsored by the South Bend Recreation Department at Adams High School in the winter and on the city parks in the summer. He has also been calling for square dance clubs and closed groups since 1949.

The dances he has submitted are some that he teaches to fifth and sixth grade pupils and to novice adult dancers.

Inside Out—Outside In

First and third, balance and swing,
Up to the center and back to the ring.
Forward again and one dive in
With an inside out and an outside in.

(As they come together in the center No. 3 arches and No. 1 ducks under No. 3 arch, they stop and make an arch allowing No. 3 to back under the arch as they themselves back up.)

Now duck your head and do it again
With an inside out and an outside in.
Swap your pard for a brand new girl
And face the sides with a dishrag whirl.

(Gents 1 and 3 take hands of opposite lady and face the side couples by doing a back to back dishrag turn under their raised hands.)

The inside out and the outside in
Then bend your backs and do it again.
Allemande left with your left hand
And walk right into a right and left grand.

(Everyone is facing his corner, so do an allemande left, then go to home position for a grand right and left. Or use any allemande break from this position.)

Slide Right Thru

First and third go forward and back
Then forward again with your hands up high
And form an arch against the sky.
Now the side two ladies slide right thru.
Swing the gal thats facing you.

(All four gents will swing their opposite ladies into the gents home position)

Swing 'em up and swing 'em down
Then swing on the corner as you come round
Swing her high and swing her low
Then promenade the outside row.

(Repeat three times for head couples—an allemande break—Then repeat four times for side couples)

Sashay Thru

First couple balance and swing.
Go down the center and divide the ring.
The lady go east and the gent go west
And pass the one you love the best.
Now circle three with the couple you meet.
Go twice around as you shuffle your feet.
Hurry up and keep in time.
Break at the head and you form a line.

(First gent is with the second couple while the first lady is with the fourth couple. They form two lines of three with the active couple closest to their home position.)

Six to the center and back you march
Six to the center and you form an arch.
Lone couple balance and swing
Sashay thru and give her a swing
Sashay back and all eight swing.

Shoot the Owl

First couple balance and swing.
The lady goes to the center of the ring
And the gent goes on for a three hand ring.
You circle round, let out a howl
Arch that couple and shoot the owl.

(First gent circles once and a half with the second couple and is then shot into the center of the set under an arch formed by the joined hands of the second couple, like Pop the Weasel.)

Meet in the center and there you swing.
Break that two for two three hand rings.

(Gent goes to third couple while lady does to second couple.)

Circle round, let out a howl
Arch that couple and shoot the owl.
Meet in the center and there you swing.
Now break that two for two three hand rings.

(Gent goes to fourth while lady goes to third couple.)

You circle round, let out a howl
Arch that couple and shoot the owl.
Meet in the center and there you swing.
The gent stays in the center of the ring
And the lady goes on for a three hand ring.
Circle round, let out a howl
Arch that couple and shoot the owl.
Take her home and everybody swing.

Birdie in the Cage Mixer

First couple balance and swing.
Gent stay home, the lady out alone.
Turn the right hand gent with the right hand round
Partner with the left as you come down.
Turn the opposite gent with the right hand round
Partner with the left as you come down.
Turn the left hand gent with the right hand round
Partner with the left as you come down.
Now birdie in the cage with seven hands round.
You raise your hands a way up high,
And fly away birdie, fly away.

(The seven persons forming the cage raise their hands opening the cage while the first ladies, the birdies, leave their original set and go to a different cage. As soon as a set has a new birdie the hands are dropped, closing the cage.)

The birdie hops out and the crow hops in
The crow hops out and you circle again.

(Gent number one now has a new partner, and after the dance has been repeated for the other three couples all will have new partners.)

ALLEMANDE BREAKS

Allemande Thar

Allemande left do an allemande Thar
It's a right and left and form a star.

(Right hand to partner, left forearm grasp to original right hand lady. Gents form a right hand star in center and move backward. The star moves counterclockwise.)

You back up gents in a right hand star
Let that star through the heavens whirl
Now a right and a left to the second girl.

(Break the star on the word whirl, keep forearm hold and walk half around. Right hand to original opposite lady, left forearm to original corner lady.)

Then into the center and star once more
Gents back up like you did before
Shoot that star and there's your own
Now promenade that lady home.

Triple Allemande

Allemande left and the ladies star
Gents promenade but not too far
Allemande left and the gentleman star
Ladies promenade but not too far
Allemande left with your left hand
And walk right into a right and left grand.

Alamo Style

Allemande left do it Alamo style
All join hands and balance awhile
You balance in and you balance out
Now turn with the right hand half about
You balance out and you balance in
Now turn with the left hand half again
Balance forward and balance back
Turn with the right on the outside track.
Balance eight around that ring
Now turn once more and you all eight swing
Then promenade around the ring.

(The balance is always forward, then back, whichever way you are facing, so a lady is always going out while a gent goes in and vice versa. However the actual calls "in and out" are for the gents.)

Canadian Barn Dance

Circle of couples progressing counter-clockwise, gentleman on inside and lady on outside, adjoining hands grasped.

Starting with outside foot.

A. 1. Walk forward 3 steps and point with inside foot. 4 counts
   2. Walk backward (starting with inside foot) 3 steps—face partner and point with outside foot. 4 counts

B. 1. Walk backward (away from partner) starting with outside foot 3 steps and point with inside foot. 4 counts
   2. Walk forward 3 steps (starting with inside foot) 3 steps, face line of direction and point with outside foot. 4 counts

C. 1. Walk forward starting with optside foot 3 steps. Turn and face opposite direction and point (gentlemen right and lady left) foot. 4 counts
   2. Walk forward (reverse line of direction) starting on outside foot 3 steps. Face partner and point with inside foot. 4 counts

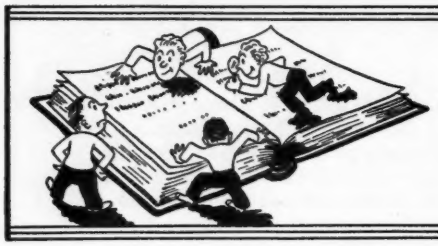
D. Do four two steps in closed dance position. 8 counts

32 counts

The Canadian Barn Dance may be used as a progressive dance or mixer by having the gentlemen progress to the next lady on B2.

Music: Any good twostep.

It's very difficult to stick to a light diet. It takes about a ton of will power to take off ten pounds of excess weight.



BOOK Reviews

Edited by K. W. Bookwalter

AINSWORTH, DOROTHY, et al., *Individual Sports for Women,* 3rd Edition, Philadelphia, W. B. Saunders Company, 1955, 373 pp. $4.75.

The sports included in this book are archery, badminton, bowling, fencing, golf, riding, swimming and tennis.

One of the features which makes this a valuable reference for teachers is the detailed lesson plans and/or teaching progressions for each of the sports and various ability levels.

The book is illustrated with line drawings and good bibliographies at the end of each chapter.

Information is given on history, equipment, terminology, organization of classes, class procedures and methods, analysis of movement, strategy, etiquette, safety factors, costumes, officiating, testing, and techniques for stimulating more interest in the activity.

The book provides excellent material for individuals who are teaching these activities to girls and women, and could be used as a reference for teaching boys and men.

MAJORIE PHILLIPS

Daniels, Arthur S., *Adapted Physical Education,* New York, Harper and Brothers, 1955, 538 pp., $6.00.

The nature, growth, and scope of the problem are clarified in chapters on physical education and exceptional children, society and the disabled, and adjustment problems of the handicapped. Aid in establishing the program is given by the treatment of the topics: Principles of Organization and Administration, The Adapted Program in Action, Aquatics in the Adapted Program, and Camping and the Handicapped.

Physical education is confronted with problems peculiar to certain defects. These problems are given attention in the following chapters: Brief Review of Anatomy, Kinesiology, and Physiology; Body Mechanics Problems; Amputations; Rheumatic Fever; Cerebral Palsy; Epilepsy; Poliomyelitis; Visual and Auditory Handicaps; Other Conditions Requiring Special Services; and After School, What?

The text appears to be a good introduction to the problems in this area.

K. W. BOOKWALTER

DECOURSEY, RUSSELL NYLES, *The Human Organism,* New York, McGraw-Hill Book Co., Inc., 1955, 550 pp. $5.75.

This book is intended to provide a basic introduction to the subjects of human anatomy and physiology for students in professional fields such as nursing, physical education, health education, pharmacy, and public health. It is especially suited for students who are not planning to take their major work in zoology.

The scientific names of bones and muscles are given in considerable detail but there is sufficient leeway to permit omission of these sections. Discussion questions and reference readings are included at the end of each chapter. A glossary and an index add to the effectiveness of this book.

J. KEOGH RASH

DUNCAN, MARGARET M., and JOHNSON, RALPH H., *Introduction to Physical Education, Health Education and Recreation,* New York, Prentice Hall Inc., 1954, 338 pp. $6.60.

This book is written for young men and women beginning preparation for careers in these three fields. The first three chapters indicate the general nature of the fields, the qualifications for such work and offer an opportunity for self appraisal.

The professional nature of each area and the educational preparation required are outlined. Opportunities for employment in health, physical education, and recreation are shown, and the various careers open are described.

The students potential college life is explained. The need for leadership and the opportunities for its development are outlined. Professional leadership in health, physical education, and recreation, and the nature and purpose of each field treated in detail. The nature of a profession is covered and exemplary codes of ethics cited.

This is a splendid text for its purpose.

K. W. BOOKWALTER

EVANS, RUTH AND BATTIS, EMMA, *Childhood Rhythms,* New York, Chartwell House, Inc., 1954, 228 pp., $4.50.

This small ring-bound book is divided into two parts. The first part deals with the philosophy of rhythmic activity in childhood education and general teaching suggestions. The second part consists of suggested teaching materials. Music is given for 116 rhythmic activities. References are also given for corresponding suitable phonograph recordings. The rhythmic activities are divided into the following classifications: fundamental rhythms, animal rhythms, play rhythms and stunts, character rhythms, dance steps and rhythms, movement in time and space, ball bouncing and rope jumping, singing games, nursery rhymes, and dances for children. There is a good variety of activities within each group of activity.

CAROLYN BOOKWALTER

Long, James W.; Barrow, Harold; and Crisp, Marjorie, *Physical Education, Syllabus* (Fourth Edition), Minneapolis, Burgess Publishing Company, 1955, 168 pp., $1.75.

It is the aim of this book to provide a text for high school and college students, men and women. The purposes, history, and need for physical education are given in simple terms. The rules, fundamentals, and strategies of twenty-two different activities are outlined. In addition, personal guidance, testing, and health records and information are included.

The activities include: angling, archery, badminton, basketball, bowling, football (touch), golf, handball, hockey, horseshoes, rhythms, shuffleboard, soccer, softball, speedball, swimming, table tennis, tennis, track and field, tumbling and stunts, volleyball, and weight training.

This conveniently sized and handy manual should enrich the learning experiences, especially for the college student.

K. W. BOOKWALTER

Monroe, Walter S., *Teaching-Learning Theory and Teacher Education 1890-1950,* Urbana, University of Illinois Press, 1952, 426 pp., $6.50.

This is a most intriguing resume of the psychological learning theories of the past and their impact upon educational philosophy, method, and content.

Starting with an emphasis upon elementary school trends, the book leads us through secondary school trends to a consideration of changing purposes for teacher education and ensuing changes in teacher qualifications. The development of practices in teacher education is traced.

Such a history of educational theory naturally involves a critique of the leadership on philosophies of "name" and eminent personalities in teaching-learning during those years. To anyone concerned with the purposes, policies, and content of teacher education, this masterful review is a "must" and is an exciting experience.

K. W. BOOKWALTER

SCHIFFERES, JUSTUS J., *Healthier Living,* New York, John Wiley and Sons, Inc., 1954, 928 pp., $6.75.

A text in personal and community health, it is written "to the prescription of 300 physicians and health educators and to the studied demand of college students for a book in health keyed to their real needs and genuine interests." It aims to inspire a course of human conduct illumined by an understanding of the structure and function of the human body.

The 53 chapters are grouped into units which are devoted to the various areas as follows: Seven units to Family Living, nine units to Personal Health, six units to Mental Health, and three units to Community Health.

The appendix includes a table of All Accidental Deaths, 1910 to 1952, Width-Weight Tables for College Men and Women, First Aid Condensed, and an Index.

Each chapter has a summary, a list of reference and suggestions for further reading, and questions for discussion and review.

J. KEOGH RASH

WALKER, HERBERT, *Health in the Elementary School,* New York, The Ronald Press Co., 1955, 228 pp., $4.00.

This book is written primarily for the elementary classroom teacher, and for the college student who is preparing to teach in the elementary school. It deals with the role of the classroom teacher in the many aspects of the school health program.

The elementary teacher who does not have access to the services of an organized school or public health department will find the book helpful in dealing with such problems as measurement of physical growth and development, health guidance, conservation of hearing and vision, control of communicable diseases, and emergency care in accidents and sudden illness. Other topics included are: the program for physically handicapped children in school, the program of health teaching, safety education and physical education, the role of the teacher in mental health, school and community relationships, and evaluation of the school health program.

The book contains an index, a glossary, and a source list for material on child health. It makes a valuable contribution to a much-neglected area.

J. KEOGH RASH

Two girls were, as usual, discussing men. Stated one. "Men are all alike." The other gal, from the deep South, replied, "Men are all Ah like, too."

Who's Who in the Profession

Edited by K. W. Bookwalter

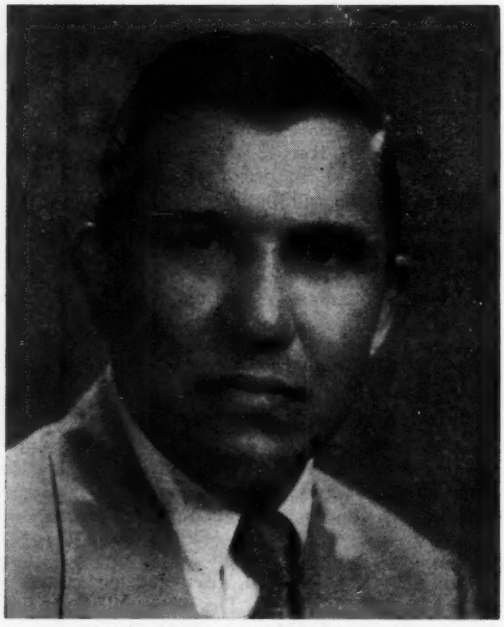
RUTH EVANS

RUTH EVANS was born in Jersey City, New Jersey, on November 10, 1896. She received the B.S. and M.A. degrees from Columbia University in 1934 and 1937. She received the Sc.D. degree from Boston University.

Miss Evans has been a special lecturer at Smith College since 1938. She was Assistant Supervisor of Health, Physical Education, and Safety in the Public Schools of Springfield. From 1933-42, she was Summer Lecturer at Columbia University. Since 1952, she has been Professor of Physical Education and Dean of Women at Springfield College.

Dr. Evans is a member of Kappa Delta Pi. She is a member of the NEA and has served as president of the Eastern District, vice-president of the Eastern District, and as president of the American Association for Health, Physical Education, and Recreation (1948).

She is co-author of *Supervision of Physical Education,* a member of the American Academy of Physical Education, and a Fellow of the American Association for Health, Physical Education, and Recreation. She is listed in *Leaders in Education.*



LEONARD A. LARSON

LEONARD A. LARSON was born in Warren, Minnesota, February 2, 1906. He received an A.B. degree from Concordia College in 1929. The B.P.E. and the M.Ed. degrees were received from Springfield College in 1933, and the Ph.D. degree was earned at New York University in 1938.

From 1929-31, he was a high school teacher in Pelican Rapids, Minnesota. In 1931, he joined the faculty of Springfield College later becoming a professor and in 1939 was made Director of the Division. During World War II he was a Major in the U. S. Air Force. Since 1945, he has been professor of Education at New York University and since 1953 has been chairman of the Department of Physical Education, Health, and Recreation.

Memberships and offices include: Chairman, Research Council of AAHPER; member, NEA; member, Editorial Board, and Chairman, Eastern District of AAHPER; Associate Editor of *The Research Quarterly;* member, Research Committee of the CPEA; member, of the Academy of Physical Education; and of the Committee, Physical Standards of the Amateur Athletic Union.

He was awarded a grant from the Burke Foundation for research and has done research for the U.S.N. and U.S.A.F.

Dr. Larson is a Fellow of AAHPER, is listed in *Leaders in Education* and *Who's Who in American Education.*